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ABSTRACT

Behavioral criteria for (1) determining child development associate (CDA) trainee competency, (2) awarding college credit, and (3) designing individualized learning programs in CDA competency areas 1, 3, and 5 are provided in this report of an applied research project. Designed to interrelate CDA and Cooperative Assessment of Experiential Learning (CAEL) evaluation orientations, the behavioral criteria adopted are organized in terms of three levels of competency (knowledge, application, evaluation) in three skills areas (information, interpersonal, psychomotor). The lists of criteria are included in appended material. The major portion of the report consists of five chapters that present background information on Project Head Start and the CDA program; review literature relevant to CDA training and assessment; the CAEL program, and competency-based education; describe procedures and outcomes of the project; and provide discussions of issues, implications and recommendations. Additional related material is provided in appendices. (Author/RH)

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IDENTIFICATION OF THE CRITICAL BEHAVIORS FOR THE CHILD DEVELOPMENT ASSOCIATE, COMPETENCY AREAS I, III AND V, BASED ON A COMPREHENSIVE MODEL OF COMPETENCE FOR THE BREVARD COMMUNITY COLLEGE TRAINING PROGRAM

BARBARA W. YOUNG, M.S.W.

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A COMPANION MAJOR APPLIED RESEARCH PROJECT
PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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Preface

This major research project was part of companion projects by Sue Geier and Barbara Young to establish institutional criteria for granting credit for the Child Development Associate (CDA) Program at Brevard Community College. Young and Geier have developed the Parent and Early Childhood Education Department. Currently, Young is Coordinator of Parent and Early Childhood Education where Geier is Assistant Professor.

The purpose of this preface is to review similarities in these papers. Similarities in the first chapter are due to the common source of information. Chapter one, however, represents each writer's interpretation of the information obtained. Chapters two and three are parallel. Similarity was approved in advance by the MARP committee including Max Raines, who served as MARP advisor for both writers, Robert Breuder, who was the Local Professional, and George Barton, the Central Staff Member. All materials in these chapters were collected and reviewed jointly by both participants. Point and counterpoint were reviewed and debated. From these discussions, a comprehensive model of competency was developed based on current literature and the professional expertise of both authors.

Two separate projects were then undertaken. Young developed Competency I. Set up and maintain a safe and healthy learning environment; Competency III. Build a positive self concept and individual strength; and Competency V. Bring about optimal coordination of home and center child-rearing practices and expectations. Geier developed Competency II. Advance physical and intellectual competence; Competency IV. Organize and sustain the positive function of children and adults in a group learning environment; and Competency VI. Carry out supplementary responsibilities related to the children's programs.[1] Chapters four and five reflect the individual effort of each author. Similarity is due to the use of the comprehensive model of competency, the use of standard reporting procedures and the overlapping of the developing rationale and the functional areas of the criteria.

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[1] Competency titles defined in the following publication: U.S., Office of Health, Education and Welfare, Office of Child Development. The Child Development Associate Consortium's Credential Award System: A Report on Its Development and an Evaluation of Its First Year of Operation. CDA Consortium, 7315 Wisconsin Ave., Suite 601E, Wash., D.C. 20014, P. 127.

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Chapter 1

BACKGROUND OF HEAD START AND THE CHILD DEVELOPMENT ASSOCIATE PROGRAM

Head Start was established in 1965 by President Lyndon B. Johnson, as one of his Great Society Programs. The purpose of Head Start was to enable the child disadvantaged by the low-economic status of his parents to compete successfully in public schools.

Benjamin Bloom's (1956) claim that a child achieved 50% of adult intelligence by age four and 80% by age eight jolted not only the educational world but the American people. This claim was "the most significant influence on the bourgeoning interest in the importance of preschool experiences . . ." (Biehler, 1976, page 404). Martin Deutsch (1965), focusing on the educational experiences of American children, identified that many children failed in school due to their early environment. Research showed that early stimulation led to permanent increases in a child's intellectual capacity (Biehler, 1976).

The federal government responded to the challenge and funded its first commitment to meet the needs of the total child. Children from low-economic homes were provided physical, emotional, social and intellectual support through the Head Start program. As an attempt to involve the disadvantaged in the decision-making process, and as a reaction to the negative experiences of children in the system, Head Start was sponsored by community action agencies, churches and other organizations. Personnel with various degrees of knowledge and commitment to young children were involved in the Head Start program. Many caring, dedicated personnel lacked knowledge necessary to work effectively with young children. The quality of in-service training differed. A vast array of programs and curricula emerged. Early reports on the effectiveness of the Head Start program were less than enthusiastic. Achievement rates between children who had not attended Head Start and children who did were not significantly different (Report on Civil Rights, 1967). Explanations in rebuttal to the report included: 1) the program may have had aspects that were not measured; 2) Head Start programs involved teachers who lacked prerequisite skills and education necessary for working with young children; 3) and the nature and extent of deprivation in the environment nullified the impact of the preschool experience (Biehler, 1976).

The Administration of Children, Youth and Families (ACYF), Office of Human Development Services of the United States Department of Health, Education and Welfare (HEW), in response to the criticism leveled at Head Start, searched for means of meeting the needs of Head Start personnel to enable them to provide the environment which stimulated the development of the total child. ACYF sought the help of organizations in America concerned with children and families. A non-profit consortium called the Child

Development Associate Consortium was formed in 1972, consisting of thirty-nine national organizations and two public members representing over a half-million persons directly concerned with the education and development of young children (CDA Training Guide, 1973).

The Child Development Associate Consortium was commissioned to assess the competence of child care personnel and to grant credentials to those persons assessed as competent. After much work involving the minds and hearts of those dedicated to young children and their families, the Child Development Associate credential (CDA) was developed. Identifying six criteria in thirteen functional areas, the CDA provided criteria for competence for Head Start personnel (see Appendix A). Training was to be individualized and self-paced. ACYF issued a deadline which mandated that each Head Start classroom would be staffed by a credentialed teacher.

Institutions of higher learning were part of the Consortium's design to provide training. Universities, colleges and community colleges were invited to participate. Since community colleges provided community services, innovative adult learning strategies for non-traditional clientele, and flexible approaches to granting course credit, they were ready to be involved in this joint approach with the federal government in providing education for Head Start.

After attending numerous workshops, conferences, and seminars to discuss CDA and its implications, a decision was made to participate in this program. Brevard

Community College (BCC) was designated teaching institution for Palm Beach, St. Lucie, Indian River and Brevard County Head Starts in the fall of 1978.

Statement of the Problem

The lack of early stimulation of children in low-income families affects their ability to compete successfully in public school with their middle-class peers. They were more apt to be placed in special education classes, retained in the same grade, and they scored lower in standardized tests (Mercer, 1972). These failures led to poor self-esteem, inadequate social skills, high dropout rates and juvenile delinquency (Papalia and Olds, 1979). Research has proven the need for Head Start. However, to successfully meet children's needs and to sustain the support of the public to insure financing, Head Start must function effectively. Early reports claimed Head Start failed.

The Summary Report on the Persistence of Preschool Effects (1977) came to different conclusions than the earlier studies. Fourteen longitudinal studies of low-income children who participated in experimental infant and preschool programs were included in the summary. Conclusions reached were: 1) infant and preschool programs improved the ability of low-income children to meet the minimal requirements of schools they entered, reducing placement in special education classes or being held back a grade; 2) low-income adolescents who received early education rated their competence in school higher than comparable adolescents who did not have preschool education; 3) as measured by the Stanford-Binet and the WISC tests, preschool programs produced a significant increase in the intellectual functioning of low-income children at least during the critical years of the primary grades in school.

"The most important conclusion which has been reached to date . . . is that well-run [italics not in original] early childhood education programs can in some way improve the ability of low-income children to meet the minimal requirements of their schools" (DHEW Publication No. [OHDS] 78-30129, 1977).

Recommendations to Head Start from this report included a structured curricula which provided deliberate learning goals with effective teaching strategies to implement these goals.

The basis of a successful early childhood program is the skill of the teacher. Programs are only as successful as the teachers who staff them (O'Banion, 1972). They must be skillful in identifying the individual needs of young children and in intervening with appropriate teaching strategies that provide sequential learning tasks. Crucial to the success of these processes is teacher self-awareness. Self-awareness is the key to effective communication (Kahler, 1974).

As a means of upgrading Head Start personnel by increasing teachers' competence, the CDA program was established. The program was based on six areas of competency delineated further into thirteen functional areas. The criteria were broadly defined. Training and assessment were based on these broadly defined standards.

The problem for this training institution was to provide quality training with commensurate credit based on these broad general competencies. Another factor involved was the wide range of competence already obtained by Head Start personnel through prior learning.

The Cooperative Assessment of Experiental Learning (CAEL) program was being developed by BCC. By combining the CAEL program with CDA, Head Start personnel could be assessed for prior learning and granted credit for competence mastered. Through the development of a portfolio, BCC could assess the learning style and stage of each CDA candidate, grant credit for competence mastered, and then develop an individualized program for him/her toward further mastery. To the researcher's knowledge, this has not been done.

Each candidate's competence must be identified in order to give credit and provide an effective individualized program. In order to identify each candidate's level of competence, a sequential order of complexity of competence must be differentiated.

Purpose of the Study

The purpose of this study was to identify the critical behaviors for Child Development Associate Competency Areas I, III and V based on a comprehensive model of competence.

These behaviors would establish the institutional criteria for the assessment of competence and the awarding of credit.

Procedures

1. Since the project was too comprehensive for one, and since the research was imperative for BCC to implement the CDA program, companion major applied research projects were developed. To develop a model of competency and to determine the critical behaviors, an extensive review of the literature was made in three areas: pertinent CDA training and assessment literature; CAEL program literature; and, competency-based literature. The complexity of developing a comprehensive model of competency was clarified by dual points of view and expertise. Literature was examined in depth and ideas analyzed in a point and counterpoint fashion. A model of competency was carefully constructed.
2. Using this model, critical behaviors were developed in parallel but independent procedures. Researcher 1 (Barbara Young) reviewed and edited the literature related to three competencies as defined by the Consortium: I. Set up and maintain a safe and healthy environment; III. Build a positive self-concept and individual strength; and V. Bring about optimal coordination of home and center child-rearing practices and expectations. Researcher 2 (Sue Geier) reviewed and edited literature related to the remaining three

competencies: II. Advance physical and intellectual competence; IV. Organize and sustain the positive function of children and adults in a group learning environment; and, VI. Carry out supplementary responsibilities related to the children's programs."

3. a. In the preliminary stage, experts in CDA and CAEL were consulted to determine the feasibility of combining the two programs.

   b. Expertise of educators in the competency-based field was sought to provide guidance in setting up the program.

4. During the developmental stage of identifying sequential learning relative to competence, specialists in areas relating to Competencies I, III and V, including child development, occupational therapy, speech and language, psychology, and family therapy were consulted for their comments on both content and levels of identified competence. Their suggestions were incorporated.

5. Researcher 1 obtained a review of Competencies I, III and V from two professionals in Early Childhood Education, CDA and/or competency-based programs. They were asked to respond to the concepts and critical behaviors. Their reactions were acknowledged and considered. Researcher 2 followed the same procedure for Competencies II, IV and VI.

6. To assure a common base for developing a comprehensive model of critical behaviors, mutual agreement was derived by Researchers 1 and 2 on assumptions,

delimitations, limitations and definition of terms.

Assumptions

1. Learning is sequential in complexity, and the sequence is a consistent and predictable factor in development.
2. Sequential learning can be identified exclusive of culture and environment.
3. Three domains of learning are information, interpersonal and psycho-motor. Information that has been integrated with feelings and beliefs is evidenced in behavior.
4. Competence, a reflection of learning, is observable at different levels of increasing complexity.
5. Competence includes three levels of increasing complexity which are defined as acquiring knowledge, applying knowledge and evaluating the results of the application.

Delimitations

1. A sequence of learning was identified without including all behavioral indicators to provide a means of assessing children, yet allowing for variations in behavior.
2. In consulting experts, the researchers acknowledged the expertise, but retained the right to accept or reject the views. The premise for rejection was stated.
3. Only experts in Early Childhood Education residing within the state of Florida were asked to review the outcomes for two reasons. First, communication regarding on-going developments in competency based education was shared. Second, the time frame prohibited the dependence upon the U.S. mail service.

Limitations

1. The editing of information relative to identifying the sequence of learning was influenced by the individual belief system of the researcher.
2. An evaluation procedure for the effectiveness of the levels and critical behavior was described, but not used in the project.

Definition of Terms

1. Applicant - The person who has applied to the Consortium for assessment of competency.
2. CAEL - An acronym for Cooperative Assessment of Experiential Learning. It is an educational association of 250 institutions of higher education whose purpose is to foster experiential learning and the valid and reliable assessment of its outcomes.
3. Candidate - The person in a CDA competency-based training program whose goal is the acquisition of a CDA credential.
4. Competency Based Learning - Learning that is inferred on the basis of observed behavior.
5. Consortium - A private, non-profit corporation comprised of 39 early childhood and development organizations whose purpose is to develop standards of competence and assessment procedures for the CDA credential.
6. Experiential Learning - Learning that has been acquired through life experiences as opposed to formal instruction in a college classroom or laboratory.

7. Functional Areas - Further delineation of six competencies established by the CDA Consortium and mandated through HEW: "Safe, healthy, environment, physical, cognitive, language, creative, self-concept, individual strength, social, group management, home/center, staff" (See Appendix B).
8. LAT Team - An acronym for Local Assessment Team. This team, which is composed of four members (i.e., candidate, field advisor, parent, consortium representative) assesses the competence of the candidate and awards the CDA credential according to a procedure established by the CDA Consortium.
9. Head Start - A federally funded project sponsored by HEW that provides child development services for children three-to-five years of age whose families meet a stipulated income criterion. Additionally, health, dental and medical services are provided to children; social services and nutritional information are provided to parents.
10. Training Criteria - Six criteria identified by the Office of Child Development for funding purposes (See Appendix C).

Significance of the Problem

Professionals and some CDA candidates have expressed resentment about the confusion involved in reaching CDA competencies in various meetings sponsored by ACYF, local Head Start directors, and training institutions. The consortium deliberately established broad criteria for competence to provide flexibility in programming for both training institutions and candidates. Envisioning a wide range of programs and approaches, the Consortium opted to support variety.

Candidates expressed frustration over not knowing where they were in gaining competence. Since there was no sequence, you were either competent or not. They felt bewildered and experienced training programs as chaotic. They felt that since they did not know the level of competence they had obtained, they could not plan for the next step toward further mastery. They saw themselves as having fragmented pieces of knowledge which they could only sometimes apply.

Training institutions experienced confusion also. They saw many candidates able to state what they knew, but many unable to demonstrate their knowledge in the classroom. They also were frustrated over the wide range of competence, with some candidates lacking basic reading and writing skills for educational survival. Another identified lack was the need to integrate interpersonal skills with each criteria. Clearly the need existed to identify critical behaviors with degrees of complexities or sequential orders of learning.

Literature from diverse disciplines agreed on the sequential characteristics of learning. Both a taxonomy for the cognitive and affective domains had been established. Bloom and others (1956) identified the taxonomy of cognitive objectives; Krathwahl and others (1964) identified the taxonomy of affective domain. These taxonomies build on and extend previously established levels of performance.

According to Bruner, the sequence in which material is presented determines the effectiveness of the learning. He defines instruction as "leading (the) learner through a sequence of statements and restatements of a problem or body of knowledge that increases the learner's ability to grasp, transform and transfer what he is learning" (1966).

Piaget (1971) also identified cognitive functions as developing in a sequential series of stages. An individual, according to Piaget, undergoes a set of consistent actions which leads to mastery of the whole structure characterizing that particular stage. That mastery is then integrated into the preceding stage, becoming the basis for the next stage of learning. An interactive theory of learning which incorporated both the affective and cognitive domains was developed by Roueche and Pittman (1973). Also according to them, a major factor for mastery of learning is the sequence of materials.

To provide an effective learning experience for CDA candidates at BCC, identifying critical behaviors from which competence could be assessed was imperative. With the identification of critical behaviors an individualized competency-based program could be developed for each CDA candidate.

Such a learning program provides an opportunity for the non-traditional student to participate effectively and efficiently in higher education while being currently employed.

The non-traditional student, through these well-defined criteria, could gain control of his/her own learning process. Since expectations were no longer vague and the means of reaching goals well-defined, candidates' trust in education would increase.

The responsibility for learning would be placed on the candidate. The responsibility for belief in the candidates' ability to learn at his/her own pace would be placed on the professional. Candidates would be given permission to learn, and encouraged to evaluate their own functioning. Such open exchange of values and beliefs lead to self-acceptance and commitment to change by both the candidate and professional. With such training; teachers would learn to function effectively in early childhood programs enriching the lives of children.

Benefits would accrue to the candidates, professionals, institution and the CDA credential with the definition of critical behaviors necessary for competence. Candidates would acquire a structure to prepare themselves for credentialing, and a means of identifying their own level of competence. Professionals would gain a method of identifying the need for specific individualized programs, and an impetus to grow and change. All would gain from more consistency in the evaluation of CDA. The institutuion would gain the means to give credit that would be readily transferable and recognizable.

A comprehensive model of competence from which critical behaviors could be identified and assessed would contribute significantly to the validity of the CDA credential.

Chapter 2

REVIEW OF LITERATURE

Three areas of literature were reviewed: competence-based, Cooperative Assessment of Experiential Learning, and The Child Development Associate Program. In order to provide an individualized program based on the level of competence for each candidate, the literature identified three factors to be considered: the importance of interpersonal skills in effective teaching strategies; sequential learning levels, and methods of assessing prior learning.

Competence-Based Literature

According to a study funded by HEW to examine the development, meaning, and importance of the competence-based education movement in American colleges and universities (Grant, et al, 1979), the concept of competence actually originated at the end of the 19th century when educators questioned the ability of the secondary school program to teach skills to large numbers of European immigrants. A parallel was drawn between that challenge and the one that faced higher education in attempting to meet the needs of non-traditional students in the 1960's and 1970's. Elam (1971) hypothesized that competence-based education was an outgrowth of the general societal conditions of the 1960's that clamored for relevance and individuality. The move toward accountability from the educational system (Sciara & Gantz, 1972), and the recognition that teaching was a science or technology, as compared to the traditional view of teaching as an art, helped to change the focus of what teacher training should encompass (Terry, et al, 1972).

Proceedings, from the second conference of vocational educators at the University of Illinois in 1972, acknowledged that teachers were only beginning to come to grips with a philosophy of competency. There was no substantive model for proceeding. Two major requirements of the model were a definition of what is meant by competency in the teacher domain and agreement of appropriate levels of competency. Without a definition, how could one proceed? Should competence be indicative of general principles of specific activities? Melvin Barlow (1972) argued for the general principles approach: "The secret of a good teacher is in being able to relate or interpret in any given set of circumstances which change rapidly the accepted, practical response" (page D-5). He further declared that the teacher must hold a clear cut, comfortable, knowledgeable understanding of the basic philosophy of education and be able to perceive how his/her practices point directly toward the goal. Consequently, the teacher would know how and when to change practices and content within the intent of the program and tailor the situation to the individual student. David Vogler (1972), at the same Illinois conference, pointed out that priorities appeared to be placed on developing cognitive competence rather than affective. He cautioned that research indicated affective competencies were crucial to teaching socio-economically disadvantaged, handicapped and young students. He sought to insure development of competency in the affective domain. Both spokesmen offered words of wisdom which were easier to accept than to implement.

Attempts to identify competencies without a well-defined construct resulted in long lists which were unwieldly and tended to be unused. Cottrell, et al, (1971) developed a list of 256 competencies which were generally recognized as the most "comprehensive study of occupational teacher education competencies" and served as a "model for curriculum." The first conference of Illinois vocational educators (1971) added 221 competencies to Cottrell's list, for a total of 477 competencies expected of vocational teachers. In Florida, the first edition of the Catalogue of Teacher Competencies (1973) listed 1,301 competency statements from which those concerned with teacher education and certification could select appropriate statements and specify the performance criteria. In a research study by Brantley and Jenkins (1978), designed to identify unique competencies for early childhood teachers, seventy competency statements selected primarily from the literature were rated by 238 early childhood personnel for importance and frequency of use. Of these, 65 were rated as essential, though not necessarily unique for early childhood teachers. Results of this study were incorporated into a study designed to establish essential and unique competencies for elementary teachers. The Council of Teacher Education tabled decisions to use these results for determining certification requirements in the state of Florida.[1]

An early definition of competency based teacher education was proposed by George Collins, in an interview with Andrews (1972), as "an approach to preparing teachers that places great stress on the demonstration of explicit performance criteria as evidence of what the prospective teacher knows and is able to do" (page 2).

Stanley Elam (1971), editor of Phi Delta Kappan, identified five points of consensus on competence:

> 1. Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made public in advance.
> 2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies: explicit in stating expected levels of mastery under specified conditions; and, made public in advance.
> 3. Assessment of the student's competency uses his performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior; and strives for objectivity.
> 4. The student's rate of progress through the program is determined by demonstrated competency rather than by time of course completion.
> 5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

Edgar Kelley (1975) recognized the nuances alluded to in Elam's article and distinguished between performance and competence. He suggested that performance based education is limited to an instructional approach and is process-oriented and focuses on learner demonstration of required knowledge, skills or behavior. Competency based programs are broader in philosophy, and are concerned with process outcomes. How does the learner apply, over time, the knowledge, skills or behaviors that he/she has learned? Performance is the tool by which competency is measured, as opposed to more traditional measures such as paper and pencil tests, term papers, etc. Kelley theorized that the key to competency is judgment or assessment. Like beauty, it is judged by the viewer. Competence is not a product of what the individual knows, does or feels, but how others evaluate what the individual knows, does or feels. Competency is based on comparison. Therefore, three assumptions are basic to competency: 1) judgment about competence is relative to specific settings and standards of audiences judging competence; 2) the more perceptions, the more reliable the judgment; 3) competence is based on multiple examples of application.

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[1] Committee on Teacher Education (COTE) Meeting in Orlando, 3/12/79.

Despite the acknowledged complexities, competency based education was hailed as "one of the most viable models developed nationally over the last several years" (Stewart, et al, 1977, page 188). For the first time, the training of teachers in an individualized and personalized manner has begun to accurately reflect professional knowledge of the needs of teachers-in-training, as well as those of pupils whom they will eventually teach. Stewart, et al, assumed that use of sequentially related competencies facilitated achievement of skills essential for effective teaching; that competencies included knowledge, skills, behaviors; and that teachers must not only know children but be able to develop curricula to meet needs of individual children. Modules were seen as the major component for a competency based program because they provide the student with most of the information needed for self-pacing and self-selection. The module format clearly defines all components for independent learning experiences designed to facilitate achievement of specific objectives and should include rationale, objectives, grading structure, prerequisites, pre-assessment, remediation, and module evaluation (Arends, et al, 1973).

Grant, et al,(1979) viewed the competence movement as essentially a faculty reform with insistence on clear standards of assessment with reasonable standards of achievement for all students. Outcomes are clearly stated and faculty are accountable for teaching students to achieve them. Distribution of time and resources have been shifted away from the best to the average and below-average students. Faculty spend less time performing and more time observing and assessing. Faculty have been forced to develop interdisciplinary dialogue, and are open to peer criticism. A result of the emphasis on faculty accountability has been awesome expectations for competence. Recommendations to those involved in competence-based programs included: sharing experiences with other institutions; making first hand observations of successful programs; refining competence-based methods; and, comparing long-term effects of competence versus traditional approaches.

The literature points out philosophical ambiguities, pitfalls, promises and praises. Using the wisdom and experiences of others, how is it best to proceed? The concept of experiential learning was beginning to receive recognition. What did the two concepts of competency and experiential learning have in common? How were they different?

Experiential Literature

Experiential learning largely refers to learning that has occurred outside of the classroom. Coleman, et al, (1973), compared information-processing learning which occurs in classrooms with experiential learning which takes place in everyday life. The sequence of learning is different. Information processing begins with information about a general principle or a specific example of the principle through symbols. The principle is understood and particularized to a specific application. Movement is from the cognitive to the sphere of action. In contrast, experiential is nearly the reverse. Action occurs; effects are observed; a specific situation is understood; a generalization made; and, the general principle is applied to a new situation. Information processing is heavily dependent upon understanding symbols: experiential learning is not. Measures of the two kinds of learning should reflect equivalency.

An association was formed in 1974 for the purpose of fostering experiential learning and developing methods of assessing learning at the college level (Willingham, 1977).

It recognized that learning does not have to be, and in many cases should not be, confined to a certain time in one's life. The student population of the seventies reflects all age ranges, all racial and ethnic backgrounds (Knapp, 1977). Trivett (1975) described the responsiveness of institutions to accommodate the growing market of new students as change from a selective to an adaptive system. The acronym CAEL (i.e. Cooperative Assessment of Experiential Learning) emphasized that learning is inferred from observation, interaction, and performance which are referents of symbols (Keeton, 1974).

The rationale for CAEL is that many types of learning are equivalent to and appropriate for a college degree. "In CAEL's parlance, experiential learning means competence," wrote Trivett (1975, page 47). Competence, according to CAEL spokeswoman Knapp (1977), "reflects a recent development in higher education that attempts to test the assumption that a college education in an era of rapid change should emphasize process rather than an accumulation of knowledge, and that college graduates should be able to demonstrate these skills, behaviors and attitudes that are necessary. . ." (pages 23-24). However, she further acknowledged, competence statements usually pose a dilemma in that they are either too vague or general or too specific.

Recently, CAEL has sponsored a spate of handbooks on assessment: Teaching and Assessing Interpersonal

Competence; Assessing Prior Learning; Expert Assessment of Experiential Learning; Assessing Occupational Competencies; Assessing Prior Learning - A CAEL Student Guide (Sharon, 1977). The handbook by Breen, Donlon & Whitaker on Teaching and Assessing Interpersonal Competence was reviewed in depth since it supported the researcher's experiences and beliefs in the need for interpersonal skills.

The purpose of the Handbook was to facilitate teaching, learning, and assessing college creditable interpersonal competence as it is acquired or sharpened in experiential situations (page viii). Interpersonal competence was seen as the basis for success in both the personal and occupational realms since "deficiency in interpersonal skills is probably the single most common reason for failures on the job (page 1). According to Fine (1971) all aspects of our occupational lifes are related to data, people and things. The most difficult to teach and assess is the people aspect, yet it is the basis of our relationships with data and things. Krathwahl & Carkhuff, as quoted by Cole & Lacefield (1975), concluded that while professionals who are to provide effective help to their clients, need an array of affective skills such as empathy, trust, respect for others, character, etc.; while these skills can be stated as goals; and can be successfully taught to many; and while competence in these skills can be assessed, strong cultural norms may prohibit all three. A paradox exists.

There is a need to teach interpersonal skills and they can be taught and measured but there is strong resistance in society to teaching them.

Education has generally avoided dealing with the affective domain. Problems education has experienced in the past in attempting to deal with the affective domain stemmed from resistance in the community to the state infringing on what is seen by many as parental and church rights. Part of that resistance is due to the fact that interpersonal competence is based on complex personality characteristics and attitudes developed in early childhood.

Competence, as defined in this Handbook, means an affective performance of a specified task or function which includes three levels of complexity: knowing, applying and evaluating. The knowing level includes learning, retaining and recalling subject matter. The applying level includes being able to use the information in new situations and being able to analyze the relationships among the data. The third level of competency includes being able to: make accurate judgments about the value of the information presented; determine appropriate ways to apply the information; and, give a rationale for these decisions. The Dictionary of Occupational Titles, published by the U.S. Department of Labor (1965), described three categories of competence: things, data and people. Breen, Donlon and

Whitaker (1977) paralleled them to psychomotor, information and interpersonal. Information involved two aspects: data storage and retrieval (e.g., who, what, when and where information) and understanding inter-relationships of data (e.g., how and when information).

Breen, Donlon and Whitaker (1977) stated that "education cannot be effective without also being affective" (page 5). If a teacher is to be effective with small children and parents, he/she must be competent in interpersonal skills. The interpersonal domain includes all the skills that enables a person to relate effectively to other persons. Intra, as well as interpersonal skills, are required to communicate. The communicator must consider: his/her emotions, attitudes, beliefs and values; his/her socio-cultural customs, beliefs and factors such as age, sex, race, role, social and economic status; and the intentions or goals of self and the other communicator along with the resources available to attain these goals. These intrapersonal decisions are made before communicative behavior is chosen.

A number of useful implications for the measurement of individual growth are inherent in the frame of reference established by this model. Implications relevant to this project are:

1. By defining interpersonal competencies as functional skills, the analysis narrows the focus to trainable

competencies that are acquired through education--either traditional or experiential.

2. Thus, functional interpersonal development can be defined as the ability to understand and utilize increasingly more complex combinations of competencies in service of specific goals. Proscribed and discretionary behaviors are identified. This permits defining levels of complexity within and between competence clusters and developing institutional standards for awarding credit.
3. Since communication skills are seen as a common foundation for all interpersonal competence:
   a. it permits evaluation of interpersonal competence by behavioral samples of the communication process.
   b. it suggests evaluation will take place in an appropriate context determined by the specific goal or purpose of the skill or competence cluster under consideration.

Breen, Donlon and Whitaker (1977) have developed guidelines which will help in the vital task of setting standards and determining what is college creditable in assessing experientially learned interpersonal skills.

CAEL's intent was to develop general guidelines and principles of assessing that could be adapted to local circumstances and to individual learning (Willingham, 1977, page vii). This intention has become fact. Institutions of varying sizes and philosophies have adapted the CAEL principles, developed their own procedures and granted varying amounts of credit.

At William Rainey Harper College in Palatine, Illinois, an A.S. degree in liberal arts may be earned by students under the supervision of a Program Director (Christensen, 1975). The Consortium of the University of California's universities and colleges integrated the assessment process into traditional academic structures. A student may earn a bachelor's degree for documented learning that is judged to be a minimum of "C" level work. A student may challenge any course. Fairly rigid guidelines for procedures and roles have been specified to maintain consistency in this large multi-campus arena. Memphis State University, through its University College, offers bachelor degrees for non-traditional learning, including credit for experiential learning, to a student body whose average age is 32. Portfolio assessment is the main tool for assessing prior learning. Procedures, forms and criteria have been developed for portfolio development and assessment. Union College, a small, private liberal arts college in Kentucky, has set up an Experiential Training Program using learning contracts to specify work expected and letter grade criteria. At the University of Kentucky, a public service internship program has been implemented to foster experiential learning in a selected area. Students are placed in public service jobs where they learn about ethics by being involved in making public policy (Bortnick, et al, 1976).

CDA Literature

The key element in any program is its staff. Effective educational programs for young children are dependent upon competent, knowledgeable and dedicated teachers. Early childhood literature has long extolled the virtues of the qualified nursery school teacher (Hess & Croft, 1972; Hildebrand, 1971; Read, 1971; Leeper, et al, 1974). However, before the concept of competency was introduced, teachers graduated having met certain academic criteria, but with varying degrees of competency. Early appraisals revealed that Head Start teachers fell into two categories: college trained (with or without course work in early childhood or child development) or experiential where no specific standards for child care were met. A competency based approach to develop qualified Head Start teachers was enthusiastically begun (The CDA Program: A Training Guide, 1973).

The CDA competencies were developed by a task force of specialists in early childhood and child development in cooperation with the Office of Child Development; reviewed by a broad spectrum of groups and individuals under the auspices of the CDA Consortium, and adopted by the Consortium Board of Directors as a starting point. Basic competencies included knowledge, skill and attitude components. Six general statements of competency ascribed the knowledge and skill components while a listing of personal capacities addressed the attitude component (see Appendix C). The competencies were written in general terms that could be adapted to specific programs and situations. The competent Head Start teacher should be able to individualize programs for each child, be sensitive to any ethnic or cultural uniqueness and be aware of special needs that require professional attention (The CDA Program: A Training Guide, 1973).

"The competencies are seen as evolutionary and will be subject to greater specification and validation as development . . . continues " (The CDA Program: A Training Guide, 1973, p. 10). The evolutionary process and responsiveness to change are characteristic of this program. The broadly defined competencies were delineated into thirteen functional areas and adapted by the Board of Directors in 1975 (The Credential Award System, 1976). The credential award system established the Local Assessment Team (LAT) as the means for determining teacher competence. The team consists of a Consortium Representative, the Candidate, the Trainer or Advisor and a Parent-Community Representative. The award system provided specific standards, different perceptions to validate judgements and required an example of competency in each area. Originally, a vote of 3 to 1 of the team was accepted as recognizing competence. Evaluation of the system and recognition of the value of upgrading performance resulted in a change to consensus of all four members of the LAT to confirm competence. And, six examples or indicators of competence for each functional area are now required rather than one.

Although the original goals of the CDA program were to provide Head Start staff training and educational opportunities to facilitate upward mobility, the immediate goal was to improve the services to Head Start children, but the first priority was to promote acceptance of the program. At regional and state conferences and through literature, awareness of how the system works (i.e., funding, training criteria, support systems, etc.) was promoted and information on the six competency/thirteen functional areas was provided.[1] Assessment is based on "the definition of a CDA, six competency areas, and thirteen functional areas. At the functional area level, information collection and evaluation take place" (The CDA Consortium's Credential Award System, 1976, p. 20). The only allusion to personal capacity competency is found in the definition of a CDA:

> The CDA is a person able to meet the specific needs of a group of children in a child-development

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[1] Region IV HSST/CDA Workshops held in Atlanta, Ga., Tallahassee, Fl., Orlando, Fl., Miami, Fl.

CDA Consortium's Credential Award System: Report on Its Development and an Evaluation of Its First Years of Operation, 1976; The CDA Credential . . . and You. A Handbook and Enrollment Form for Individuals Wishing to Become CDA's, HEW 105-77-1012; CDA Pilot Projects: Innovations in Training, 1978.

> setting by nurturing children's physical, social, emotional and intellectual growth, by establishing and maintaining a proper childcare envirionment and by promoting good relations between parents and the child-development center (p. 3).

Concerns were raised about personal attributes and assessment techniques by spokespersons at two ethnic colloquies sponsored by the Consortium.

The black colloquy report (1973) questioned whether the term competency connoted mediocrity as opposed to a term like proficiency; identified the lack of an adequate instrument to measure competency; and suggested that assessment include effective knowledge of cognitive, affective and psycho-motor development, but also identify teachers who have no empathy or concern for individual children. Glendora Patterson in her article Translating Black Experience Theory into Practice As It Relates to Training (1973) wrote that it was necessary to recognize and understand the black experience in order to facilitate optimal performance of child care workers in relation to black children. Although blacks have been described by authorities such as Pouissant and Clark as angry, potentially explosive, apathetic and experiencing a pervasive feeling of powerlessness, in her role as director of the Parent-Infant Neighborhood Center in Berkely, Patterson saw a "lack of constancy of commitment, less than expected performance, inconsistency of enthusiasm for creative, productive, and sustained work habits" (pp. 33-34). She recommended that training be provided that included: 1) competent role models whose interaction with trainees radiates an atmosphere of mutual trust and respect; 2) opportunities for group and individual sessions in which insecurities and self-doubts can be dealt with openly and frankly; opportunities for self-expression including demonstrations of interest and abilities; and, where opportunities for success are many and varied; 3) and promotion of intellectual understanding and emotional awareness of the socio-cultural factors contributing to their doubts.

The chicano colloquy report identified differences between learning styles of chicano and anglo children that were related to basic differences in language and culture. Chicano children are used to words of personal endearment, warmly supportive encouragement from adults and learn best by modeling. Much of their self-esteem is based on their relationships with others, particularly nurturing adults. Attitudes of chicano parents reflect significant differences from anglos in valuing of family and friends. Therefore, additional competencies were recommended of understanding verbal and interactive patterns and behaviors of chicanos, awareness of building positive self-esteem and encouraging high-involvement of chicano parents in the program (Gonzalez, 1974). These competencies are based on understanding and valuing of self and others.

David Elliott (1966) emphasized that the relationship between a child and his/her adult teacher stimulates, nourishes and regulates the course of learning and development. Robert Bentley (1973) wrote that young children are very concerned with and attuned to attitudes of adults and that although research is sketchy in this area, conceptual difficulties should not prevent thorough investigation of attitude as a variable in assessment of adult competencies. In a Region IV HEW meeting in Atlanta, in May, 1979, attitudes, skills and behaviors were all considered part of curriculum for training institutions. Training materials from various programs were reviewed for format, content, student performance, levels of performance and sequence of learning (see Appendix D).

Levels of Competence

There were limited references in the literature related to levels of competence. Where levels were mentioned, the range of concepts was vast. Teacher competencies sometimes referred to levels associated with teaching certification, e.g., paraprofessional, general and master as in the 2nd Illinois Conference, 1972. An inclusive master list of competencies for teachers ranging from early childhood to adult were developed in the *Florida Catalogue of Teacher Competencies* (1973). Levels of competence were dealt with variously at CAEL institutions. Level was left up to the discretion of the instructor (Christensen, 1975). Levels for letter grades were specified by guidelines and by learning contracts (Bortnick, et al, 1976). CDA literature reflected the lower number of references. A high school training program referred to three levels of performance: knowledge, application and evaluation (Course of Study for Student Aides, 1977).

Competency-based education was used to market Alverno College, a small parochial liberal arts college in Milwaukee, to potential students, and to at the same time market students to the business community. They specified a sequential level of achievement for each competence. A faculty task force inherited a matrix of twelve goals for students and reduced these to eight outcomes called competencies. Although this reduction was helpful, further refinement was needed. The idea was adopted of leveling each competence into a series of six sequential levels of achievement. Achievement was based upon a series of specific tasks calling for applying and evaluating information. For example:

> Competence I: Develop Effective Communication Skills
>
> Level 1 - Identify own strengths and weaknesses as initiators and responders in communication situations of the following types including a variety of audiences: written, oral, use of graphs.
> Level 2 - Analyze written and oral communication situations.
> Level 3 - Communicate with clarity of message exchange in communication situations of the following types: including a variety of audiences: written, oral use of graphs
> Level 4 - Demonstrate sufficient understanding of basic concepts of at least 3 major areas of knowledge to communicate in terms of one . . . (Grant, et al, 1979, p. 273).

The tremendous time and effort needed to design and prepare such a program presents difficulties in implementing a competence-based program. Additionally, there was a tendency to pack too much into the first and second levels. The need to improve and refine competence specifications was recognized by both faculty and students.

In a nursing program at Mt. Hood Community College, near Portland, Oregon, a "Write, Say and Do" curriculum was developed, based on frequency of precise behavioral descriptions. Competence was described in terms of a specific task and broken down into sequential steps which were written, spoken, or done. The rehearsal and performance of competence was based on speed and accuracy. This focus became the source of mass student protest because of inherent pressures and the resulting high levels of stress and anxiety and low levels of genuine learning (Grant, et al, 1979).

There was agreement in the literature on relating levels of competence to Bloom's (1956) taxonomy of cognitive skills (Elam, 1971; Breen, Donlon & Whitaker, 1977; _Course of Study for Student Aides_, 1977). The first level of competence, as assessed by performance, is knowledge or comprehension; the second level is application or analysis, and, the third level is synthesis or evaluation.

Sequence of Learning

Few references were found for sequences of learning. Coleman, et al, (1973), described learning sequence as evolving from understanding a general principle to applying it to a particular situation. Stewart, Denson

& Stone (1976) recognized an underlying assumption of competence as "the use of sequentially related competencies to facilitate achievement of skills . . ." (p. 191). The College for Human Services in lower Manhattan which originally began as a program to train non-traditional students to become professionals developed a performance grid delineating eight competencies in five dimensions of constructive action (i.e., purpose, values, self and others, systems, and skills). The grid provided a practical step-by-step program that was exceedingly helpful to the students and faculty in determining curriculum. Breaking the curriculum down into specific units enabled the non-traditional student to experience success in small degrees that became effectively integrated into larger units (Grant, et al, 1979).

The sequence here also appears related to Bloom's taxonomy: information is collected, understanding begins, hypotheses are generated and applied, analysis is made and understandings are sythesized and evaluated. Piaget's theory of cognitive development (Ginsburg & Opper, 1969) supports this sequence. Cognitive structures are built on the basis of experience or available information that is interpreted. The structure changes as the information base expands and as a function of comprehension, application and analysis. Learning can be generalized to new and different situations, which involves evaluation.

Summary

The concept of competence is amazingly complex. Its multifaceted nature is illuminated when considering the most effective way to implement a program. The concept implies that education focus on the whole person, intellectual, socio-emotional and physical, as opposed to the more traditional focus on intellectual development. There is consensus that competence includes knowledge, skills and behaviors which are demonstrated by the person who is being judged as competent. Because judgment or assessment is the basis by which competency is determined; assessment procedures and expectations must be clearly defined, judged in more than one situation, and from several perspectives. Curriculum is geared toward the competency involved and is frequently presented in a module format that is sequential in nature. The sequence of learning appears to proceed from particular bits of information that are organized into general principles which can then be applied to new situations and evaluated. An assumption is that college-level students are operating at the abstract level of cognitive development.

There is also consensus that the socio-emotional component of personality, as reflected in the attitude component of competency, is vital. Education has traditionally shied away from this area. Current resources are offering guidelines for implementing interpersonal and communication skills curricula. Knowledgeable educators are emphasizing the importance of attitude in the growth and development of young children.

Consequently, a competency based program for persons working with young children should be designed to enrich the whole person through development of skills in self-awareness and communication; knowing, applying and evaluating general principles of child development and early childhood to specific programs and individual children.

Chapter 3

METHODOLOGY

Opinions were obtained from two representatives of CAEL, CDA and competency based programs on the advisability and viability of combining aspects of each program into a comprehensive model. Joe Keller, CAEL Regional Manager of South Coastal States, and Frank Christensen, CAEL Regional Manager of West Central States, were interviewed regarding the feasibility of combining the CDA and CAEL Programs. Both encouraged consolidation and saw CAEL as a beneficial adjunct. Keller offered his time and expertise in support of the program. Marsha Kaufman, Early Childhood Education Specialist and Nita Ekwurzel, Administration Specialist for Humanics, sub-contractors to ACYF offering state-wide support for the CDA program, enthusiastically endorsed the combined concept. Valencia Community College, Orlando, Florida, offers a CDA training program based on a traditional course credit model. Camille Graves, Child Development Coordinator at Valencia Community College, advised that students frequently had limited skills in reading, writing and organizing time efficiently. She recommended mini-courses in these areas. Seminole Community College, Sanford, Florida, sponsored a CDA training program that was an independent study/modules model. Faye Moore, then Administrator of the Child Care Training

Program at Seminole Community College, cautioned that students need interaction and shared experiences. Independent study through modules alone does not provide for this.

After consulting experts, the need for establishing well constructed critical behaviors as the basis for institutional assessment was evident.

Literature was examined in order to identify a sequential order of learning and levels of competence so that criteria for assessment and, subsequently, a training program could be designed for mastery of six competencies including thirteen functional areas. A review supported the concept of sequential learning (Bruner, 1966; Ginsburg & Opper, 1969; Roueche & Pittman, 1973; Stewart, Denson & Stone, 1976; Papalia & Olds, 1979). The sequence proceeds, at an abstract level, from understanding a general principle, to applying the principle in a particular situation and evaluating the results (Ginsburg & Opper, 1969; Coleman, 1973). Levels were associated with this sequence of learning and appear to be based on Bloom's (1965) taxonomy of cognitive skills. The levels of competence may be equivocated to letter grades for course credit (Brotnick, et al, 1976).

Competence was conceptualized as involving the whole person and described in terms of domains: cognitive, affective and psycho-motor (Vogler, 1972; Bentley, 1973) or knowledge, attitude and skills (Elam, 1971; Roueche & Pittman, 1973; Stewart, Denson & Stone, 1976, ACYF Region IV Curriculum Development Conference, 1979). This concept was further refined by Fine (1971) and Breen, Donlon & Whitaker (1977) to include information, interpersonal and psycho-motor components. The importance of interpersonal skills was acclaimed not only by these authors but by those who recognized the significant aspect of adult/teacher attitude in interaction with the developing child (Elliott, 1966; Patterson, 1973; Bentley, 1973; Gonzalez, 1974). Based on this research, categories of competence have been operationally defined as follows:

Information: recall of pertinent data.

Interpersonal: awareness of self and others in context of the environment that allows one to communicate what, when, where, how, why and to whom appropriately.

Psycho-motor: ability to control the body to perform a specific task.

These three categories or domains of competence may be defined and observed for three levels of increasing complexity. A taxonomy outlining categories, levels of complexity, content and performance is shown in Table 1.

The rationale for this taxonomy is that learning, although a continual and cyclical process, may be defined in terms of a discrete and sequential process. The process is identifiable and general: the manner in which the individual moves through the process is observable and unique. The process, as outlined by Bloom, et al, is thus: information is interpreted and applied; the application is analyzed for accuracy and relevancy; the resulting evaluation is then considered new knowledge, and the cycle begins again, as shown in Table 2.

TABLE 1

Sequential Criteria for Institutional Assessment of Competence

	Levels of Complexity	Domain of Competence	Content of Competence	Performance	Letter Grade
1.	Knowledge	Psycho-motor Interpersonal Information* (see operational definitions)	General principles appropriate to functional area.	Demonstrates knowledge of principles.	
2.	Application	Psycho-motor Interpersonal Information	Applying general principles in appropriate manner for developmental ages of children.	Demonstrates six applications of principles.	B*
3.	Evaluation	Psycho-motor Interpersonal Information	Evaluates own performance and identifies need for change.	Demonstrates by effectively evaluating own performance as specified in a learning contract set up between candidate and faculty advisor.	A

*Must reach this level to be judged competent by HEW standards.

TABLE 2

MODEL OF COMPETENCY

Behavior demonstrates that learning has been acquired. Learning is a continual and cyclical process that occurs in the following sequence: knowledge, application, evaluation.

Domain	Level I: Knowledge	Level II: Application	Level III: Evaluation	Cycle Begins Again
Information	Basic knowledge necessary to achieve outcome.	Using knowledge in a real situation.	Evaluating own performance (i.e., manner in which knowledge was applied and results of applying knowledge).	Awareness or learning gained from evaluating becomes the knowledge base for the next cycle of learning.
Interpersonal	Knowledge of the development of human personality including own feelings and beliefs and how they influence behavior.	Demonstrates feelings and beliefs (i.e., caring behavior to self, children and staff).	Evaluates own performance to increase self-awareness of difficulties and successes.	
Psycho-motor	Knowledge of skills necessary to implement Information.	Uses skills to implement Information.	Evaluates own performance to increase effectiveness of skills.	

Each individual collects and internally processes information in a manner truly unique to him/her, based on the way sensory information is processed by the central nervous system (Prescott, 1969; Ayres, 1974; Papalia & Olds, 1979; Geier & Young, 1979). Learning then becomes a function of the central nervous system and experience. Infants and children follow the general process outlined by Bloom, et al, but the content of their thinking is qualitatively different from most adults. Most adults have reached the abstract level of thinking which is characterized by flexibility in using deductive and inductive logic. The appropriate unit of knowledge from which to begin goal-oriented learning is a general principle. It provides a broad focus within a logical context from which to begin thinking. Each individual's understanding of the principle will be unique, as will be the application and evaluation. Nonetheless, a verifiable framework for a sequential process of learning has been identified.

The critical function of assessment was recognized (Kelley, 1975; CDA Consortium Award System, 1975). Kelley (1975) recognized that since competence was determined by judging, several judgments spanning several situations would increase the validity of the judgment. The CDA Award System utilized Kelley's construct with a four-member assessment team where consensus is needed and each competency is judged on a minimum of six indicators. The institution will adopt this principle into its assessment system. Institutional assessment will be determined by a three-member team where consensus is needed (Young, 1979).

Performance criteria for assessment were considered for each of the levels. Knowledge of the general principles was considered essential. Accuracy on 80% of the principles was considered indicative of competence at Level I. Application of basic principles in the classroom was considered evidence of competency at Level II. A minimum of six applications was the performance criteria. Analysis of the outcome of facts learned at Level I and applied to a real life situation at Level II was considered to be the criteria for Level III.

Level of complexity was the basis for determining a letter grade. Consortium standards for competency appear to be associated with Level II (Competency Standards, 1975). Therefore, candidates will be required to perform at Level II in order to be assessed as competent per Consortium requirements. Evaluating the results of one's own behavior is a higher level of functioning and completes the learning cycle. The institutuion will encourage this level of competency. Candidates assessed at Level II will be awarded a letter grade of B; those assessed at Level III will be awarded a grade of A.

Criteria for assessment were developed for each of the thirteen functional areas, specifying the three domains of competence for each level of complexity. Barbara Young developed critical behaviors for competencies I, III and V;

Sue Geier developed critical behaviors for II, IV and VI. Qualified specialists reviewed the competency descriptors and their suggestions incorporated (see Appendixes E and F).

During the final phase of development, criteria for assessment were reviewed by two professionals in early childhood education whose backgrounds included experience in competency based programs. Suggestions were acknowledged, considered and either incorporated or refuted.

Chapter 4

RESULTS

Using the Model for Competency developed by the researchers, critical behaviors for CDA Competencies I, III, and V were identified in each functional area (see Appendix G). Geier, as a companion project, identified the critical behaviors for competencies II, IV, and VI (see Appendix G). The purpose was to establish institutional criteria for the assessment of competence and the awarding of credit. The bases of these critical behaviors were past experiences and expertise of the researchers.

Five qualified specialists were asked to review and comment on these criteria for competence relevant to their specific field of expertise for: (1) the logic of rationale; (2) relevance; (3) clarity; and (4) completeness of descriptor behavior (see Appendices E and F).

Ports, reviewing Competency I, Functional Area: Safe, agreed with the progression. She saw the criteria as relevant, well written, and easily understood. She expressed approval seeing the model as very relevant and needed in early childhood education. She recommended two changes which were accepted. To Competency I, Knowledge level, Information domain, Item 3, she recommended adding, "where the key(s) are" for the first-aid kit should be kept safely out-of-reach of young children. Since many young children are climbers, she saw only placing the first-aid kit on a high shelf inadequate security. Application level Information domain, Item 3, was corrected to read, "see that it is out of reach of children and placed under lock and key." She also recommended adding to Knowledge level, Information domain, Item 4, "accidents related to drugs," and to Application level, Information domain, Item 4, "including those related to drugs." She believed the mainstreaming of handicapped children would require the teacher to have more knowledge about drugs, i.e., for the child prone to seizures.

Buchanan reviewed Competency I, Functional Area: Healthy, and agreed with the progression. She saw the criteria as relevant, well written and easily understood. She recommended no changes.

Ekwurzal recommended four additions to Competency I, Functional Area: Environment. In Knowledge level, Interpersonal domain, Item 5, she recommended adding, "and builds self-confidence." In Application level, Interpersonal domain, Item 1, she recommended adding, "but avoids becoming totally teacher-centered." In Application level, Interpersonal domain, Item 3, she suggested adding, "and teacher." In Evaluation level, Psychomotor domain, Item 2, she suggested adding "and accessibility."

Baughan reviewed Competency III, Functional Areas Self Concept and Individual Strength. She agreed with the progression, and saw the criteria relevant, well written and easily understood. She made a number of recommendations which were accepted. In Functional Area Self Concept, Knowledge level, Information domain, Item 3, she recommended adding "inappropriately" since it was appropriate at times to act out feelings. In Knowledge level, Interpersonal domain, Item 2, she suggested adding "appropriately," for teachers may inappropriately model for children. In Evaluation level, Interpersonal domain, Item 3, the recommendation was made to change "acceptance of children" to "acceptance of each child" to encourage seeing children as individuals.

In Functional Area: Individual Strength, Baughan offered five suggestions. In Knowledge level, Information domain, Item 3, and Application level, Information domain, Item 3, a need was seen to change to "encourage child to accept responsibilities for self as part of a group" rather than "within the group." In Knowledge level, Interpersonal domain, Item 5, the suggestion was made to add, "developmentally" before able, i.e., "if developmentally able." In Knowledge level, Psychomotor domain, Item 3, a change was suggested from "Demonstrates techniques to control body and express feelings verbally rather than physically," to "Demonstrates techniques to control body and express feelings appropriately, verbally as well as physically." In Knowledge level, Psychomotor domain, Item 4, she suggested changing to read, "developmental ages and needs of children" rather than "developmental age and lag."

Wellman, reviewing Functional Area 12 Home-Center, agreed upon the progression except in the Interpersonal domain. She stated the interpersonal progression was not logical to her in terms of increasing complexity. The progression used in this study was awareness of feelings, labeling of feelings then expression of feelings. Although criteria were well written for the most part, she questioned terms used in Transactional Analysis which might be too vague for others. As a result of her suggestions, in Competency V, Functional Area: Home-Center, Knowledge level, Interpersonal domain, "Demonstrates how to communicate verbally in OK ways that invite being heard" was changed to "Describes communication skills that invite being heard."

Table 3 contains the critique results of Institutional Criteria for Competencies I, III, and V from these qualified specialists. Table 4 includes the changes in these Institutional Criteria .

Hancock and Rowan, two professionals in early childhood education with experience in competency-based programs, reviewed the criteria for assessment of competence. Hancock reviewed the Background, Review of the Literature and Methodology along with the revised Institutional Criteria for competency Areas I, III, and V (see Appendix H). She enjoyed the critiquing of the study. She found the organizational plan interesting, and the combination of CDA and CAEL programs unique. She saw the design of the study clearly visible and well documented. However, she had difficulty accepting the vocabulary designating information, interpersonal and psychomotor as domains. She preferred the more traditional vocabulary of knowledge or understandings, attitudes (which

TABLE 3

CRITIQUE RESULTS OF INSTITUTIONAL CRITERIA FOR COMPETENCIES I, III AND V FROM QUALIFIED SPECIALISTS[a]

COMPETENCY[b]	FUNCTIONAL AREA[c]	EVALUATIVE SPECIALIST	QUESTIONAIRE FOR CRITIQUE OF COMPETENCY CRITERIA			
			Do You Agree With Progression? If Not, Why?	Are the Criteria Relevant? If Not, Why?	Are Criteria well written and easily understood? If not why?	What Changes recommended?
I	Safe	Dotty Ports	Yes	Very relevant and needed in Early Childhood Education.	Yes	Four additions to clarify safety factors.
I	Healthy	Gail Buchanan	Yes	Yes	Yes	None.
I	Environment	Nita Ekwurzal	Yes	Very	Yes	Four additions for clarification.
III	Self-Concept	Betsy Baughan	Yes	Yes	Yes	Three additions for clarification.
III	Individual Strength	Betsy Baughan	Yes	Yes	Yes	Five additions for clarification.
V	Home-Center	Joan Wellman	No. Interpersonal progression not logical in terms of increasing complexity.	Yes	Yes. Most part. Terms may not be understood, i.e. OK ways, active listening or problem solving.	One change recommended.

(a) Qualified specialists were selected for their expertise in a specific functional area.

(b) The Child Development Associate Consortium's Competency Standards (see Appendix B).

(c) Key words delinieating to competency standards into 13 functional areas.

TABLE 4

CHANGES IN INSTITUTIONAL CRITERIA FOR COMPETENCIES I, III AND V RESULTING FROM CRITIQUES FROM QUALIFIED SPECIALISTS

COMPETENCY(a)	FUNCTIONAL AREA(b)	LEVEL(c)	DOMAIN(d)	Institutional Criteria for Competency Areas I, III and V	
				Original Criteria	Adopted Criteria
I	Safe	Knowledge	Information	Describes what to include in first-aid kit and where to place it in center.	Describe what to include in a first-aid kit, where it is kept in the center, and where the key(s) is/are.
I	Safe	Knowledge	Information	Explains correct emergency responses for fire drill and accidents.	Explains correct emergency responses for fire drill, general accidents, and accidents related to drugs.
I	Safe	Application	Information	Assembles first-aid kit and places it in a designated place.	Assembles or checks the first-aid kit, sees that is is out of reach of children and placed under lock and key.
I	Safe	Application	Information	Gives correct emergency responses for fire drill and accidents.	Gives correct emergency responses for fire drills and accidents including those related to drugs.

(a) The Child Development Associate Consortium's Competency Standards.

(b) Key words delineating the six competency standards into thirteen functional areas.

(c) Levels of increasing complexity of the learning process as defined by Geier and Young in this study.

(d) Conceptualization of competence involving the total person as defined by Geier and Young in this study.

TABLE 4 (Cont'd.)

COMPETENCY	FUNCTIONAL AREA	LEVEL	DOMAIN	Institutional Criteria for Competency Areas I, III, and V	
				Original Criteria	Adopted Criteria
I	Environment	Knowledge	Interpersonal	Describes how to provide an environment that increases communication.	Describes how to provide an environment that increases communication and builds self confidence.
I	Environment	Application	Interpersonal	Adapts the environment, where possible and feasible to support own motor and sensory processing system since optimum functioning of teacher is beneficial to children.	Adapts the environment, where possible and feasible, to support own motor and sensory processing system since optimum functioning of teacher is beneficial to children, but avoids becoming totally teacher centered.
I	Environment	Application	Interpersonal	Identifies different environmental changes that trigger positive and negative reactions in children.	Identifies different environmental changes that trigger positive and negative reactions in children and teacher.
I	Environment	Evaluation	Psychomotor	Evaluates the selection and arrangement of learning materials and equipment for appropriateness in meeting needs of children in class.	Evaluates the selection and arrangement of learning materials and equipment for appropriateness and accessibility in meeting needs of children in class.

TABLE 4 (Cont'd.)

COMPETENCY	FUNCTIONAL AREA	LEVEL	DOMAIN	INSTITUTIONAL CRITERIA FOR COMPETENCY AREAS I, III AND V: ORIGINAL CRITERIA	INSTITUTIONAL CRITERIA FOR COMPETENCY AREAS I, III AND V: ADOPTED CRITERIA
III	Self-Concept	Knowledge	Information	Explains all feelings are OK. Humans have a right to feel but not a right to act.	Explains all feelings are OK and humans have a right to feel but not a right to act inappropriately.
III	Self-Concept	Knowledge	Interpersonal	Describes how awareness, acceptance and expression of own feelings constructively necessary as model for children.	Describes how self awareness, self acceptance and expression of feelings are necessary for the teacher to model appropriately for children.
III	Self Concept	Knowledge	Interpersonal	Evaluates own awareness and acceptance of children.	Evaluates own awareness and acceptance of each child.
III	Individual Strength	Knowledge	Information	Identifies strategies to encourage child to assume responsibilities within a group.	Identifies strategies to encourage child to accept responsibilities for self as part of a group.
III	Individual Strength	Knowledge	Interpersonal	Explains children will respond to positive and specific invitations if able.	Explains children will respond to positive and specific invitations if developmentally able.

TABLE 4 (Cont'd.)

COMPETENCY	FUNCTIONAL AREA	LEVEL	DOMAIN	INSTITUTIONAL CRITERIA FOR COMPETENCY AREAS I, III AND V	
				ORIGINAL CRITERIA	ADOPTED CRITERIA
III	Individual Strength	Knowledge	Psycho-Motor	Demonstrates techniques to control body and express feelings verbally rather than physically.	Demonstrates techniques to control body and appropriately express feelings verbally as well as physically.
III	Individual Strength	Knowledge	Psycho-Motor	Demonstrates how developmental age and lag effect behavior so adjusts own expectations and behavior accordingly.	Demonstrates how to adjust own expectations and behavior to developmental ages and needs of children.
III	Individual Strength	Application	Information	Encourages small group activities that allow child many opportunities to assume responsibilities for self and others.	Encourages small group activities that allow child many opportunities to accept responsibility for self as part of a group.
V	Home-center	Knowledge	Interpersonal	Demonstrates how to communicate verbally in OK ways that invite being heard.	Describes communication skills that invite being heard.

would include interpersonal relations) and skills. She perceived, "The teacher's understanding of child development and learning process, the learning environment, and the curriculum (learning tasks) surely must influence her attitudes toward children, herself, and others and her attitudes toward her job as a teacher. Her teaching skills (psychomotor) would reflect both her attitudes and her understanding." She questioned if this was the intent in reference to sequence.

She questioned if the critical behaviors (or criteria) listed under Information, Interpersonal and Psychomotor were to be measured by a paper and pencil test. If part of the design was to document application in the classroom setting, and evaluation of effectiveness with children in each of the functional areas, she thought it would be necessary to review each critical behavior to insure that each was stated in observable terms. She saw Level III in particular as unclear. She questioned whether critical behaviors were described that aided in evaluating the teacher's communication skills, for example, or in evaluating the teacher's application of his/her knowledge about the functional area in a classroom setting.

Hancock perceived the study assuming that all adults have progressed to the abstract level of thinking and questioned the accuracy of such an assumption. Quoting sources, she stated that there is evidence that 60 percent of today's college students do not do so. Hancock stated she believed the study when completed would make a significant contribution to the field.

Rowan also reviewed the Background, Review of the Literature, and Methodology, along with the revised Institutional Criteria for Competencies I, III, and IV (see Appendix I). She did not agree with the progression of learning. She stated there were some adults who do effective things in the classroom and do not know why they do them. She saw many aides as intuitively good teachers. She commented that the same criteria were listed three times using slightly different wording, "e.g. Describes techniques of active listening, actively listens to parents and evaluates skill of active listening." She saw the lists as well stated, but saw stating once as enough.

Changes she would make would be to describe training methodology, giving examples of dialogues during training sessions, and to describe evaluation methods, giving questions to be answered and/or items to be observed as trainer works with candidate. For brief professional resumes of these reviewers, see Appendix J.

Chapter 5

DISCUSSIONS, IMPLICATIONS AND RECOMMENDATIONS

Reactions to Specialists

Specialists reviewed their areas of expertise and identified omissions, technical terms which might be misunderstood, and points needing clarification. Since the specialists came from many (or various) disciplines, each provided more inclusive and specific bases of knowledge in reviewing the criteria. This created a vocabulary that was more comprehensive which encouraged teachers to move from traditional channels of thought which focus on task rather than on child. This approach also underscored the importance of the teacher's own interpersonal and psychomotor skills, and focused his/her attention on the meaning of the uniqueness of each individual.

Reaction to Professionals in Early Childhood Education

Mary Hancock objected to the vocabulary used in the competencies. Her preferences appear to reflect the traditional stance of teacher education in the classroom rather than a multidisciplinary approach to teaching. Information from many backgrounds provides a wider background for the more effective teacher.

In designing these criteria for primarily non-traditional students, three concerns were paramount: clarity of expectations, responsibility for own learning, and successful learning experiences. Simple language was used since the criteria will be available to students at the beginning of the learning process and will act as a bridge between current and future learning. Simple and unsophisticated language promotes clarity and in-depth understanding. Educational jargon may mask poorly understood and unintegrated concepts. Concepts explained in simple terms increase the probability of understanding and integration. With a specific and easily understood set of criteria, the students would be able to assess their own level of learning, be invited to believe that they could achieve the expectations, and successfully assume responsibility for their own learning.

The competencies were designed to focus on the physiology of the developing child on the premise that any physical defect will affect the child's emotional, social, and intellectual development. The second major premise for developing the competencies was that the effectiveness of the teacher is dependent upon not only his/her knowledge of child development, the learning process, the learning environment, and the curriculum of learning tasks, but also upon his/her own self-awareness, self-acceptance and self-esteem. He/she cannot encourage a child's positive self-concept if he/she does not provide a positive model. In moments of stress -- which every classroom experiences daily -- the teacher would model negative behavior patterns with a poor self-concept in spite of his/her intellectual knowledge about child development.

The sequence of learning for this study was seen as: acquiring knowledge of a general principle (this knowledge includes knowledge about him/herself); applying his/her understanding of the principle to a real life situation in the classroom with the children and other staff members or outside the classroom with parents and staff; evaluating the outcome of the application in terms of his/her own reactions to the situation, the children's reactions, as well as the effect of the environment; then using the new knowledge acquired from the evaluation, to repeat the process at a higher stage of learning. Backgrounds in child development point to the significance of sequence and levels. Nothing appears complete. Whatever product one examines, developed in sequence, whatever goals one hopes to achieve, are reached through discrete steps. The literature clearly supported concern and rationale for viewing the process of learning as sequential and as occurring in increasing levels of complexity. The logic of sequential levels of knowing, applying and evaluating is persuasive. The sequence functions as a continual cycle. Evaluation provides new knowledge and, therefore, the cycle begins again.

The learner, whose behavior is the reflection or measure of learning, is a total being and cannot be dissected into separate spheres. "Everything about (a person) effects everything else, until it is virtually impossible to separate the various strands . . . . Personality involves various aspects grouped together involving interpersonal interaction . . . these aspects are inexplicably intertwined" (Papalia & Olds, 1979, p.4). Competency was viewed as a gestalt whose aspects were intertwined. However, it was apparent that the gestalt would not be understood until the aspects were taken apart and examined.

Learning is the process through which competency is developed. Competence is a function of learning that has occurred at the levels and in the areas specified. Learning, therefore, was best understood by identifying levels, sequences, and domains or areas. Because this dissection was necessary in order to analyze and understand the process, it was concluded to be an essential tool for both the student and the institution to ensure that learning was occurring without gaps. Experience has shown that students have gaps in essential learning. Some are excellent thinkers and earn high grades, but are ineffective in working with children because of inadequate interpersonal skills. Some are poor academicians, but are warm and nurturing to children. Others may be creative and provide stimulating environment, but lack knowledge of child development and an awareness of feelings in self and others. For example, a beautiful creative experience may be lost by being inappropriate for the developmental age of the child involved.

The major difference between Hancock's perception of the sequence of learning and the researcher's sequence of learning appears to be in the focus on the interpersonal domain of the teacher. Interpersonal competence is based on feelings and beliefs that influence behavior. To control behavior one must be aware of these feelings and beliefs. Awareness comes with self analysis. Educators in the past have tended to shy away from self analysis and self disclosure. Rejecting this position, the researcher believes that information about the development of feelings and their effects on beliefs can be taught and that students (adults and children) can be invited to become aware of the influence of these feelings and beliefs so they can assume responsibility for their own behavior. The researchers believe this will have a crucial influence on the effectiveness of the learning process.

Some major differences in wording reflects different disciplines and, perhaps, philosophic backgrounds of the researchers and the critics. For instance, invitation was used to reinforce the fact that a child can be invited to learn, but cannot be made to learn. The language was designed to reflect the belief that the power of learning is in the student. The role of the teacher is to understand the physiology of each individual child in order to provide information through the child's most efficient channels, i.e. vestibular, tactile, auditory, visual, olfactory or gustatory. Young children and adults want to learn if they can. They can learn if the information is presented through their bodies' open channels of learning, and if their self esteem is not threatened.

Hancock questioned if measurement of the critical behaviors would be a paper and pen test. It will not. Documentation of competence will be obtained through observation of the application of knowledge by the teacher in the classroom with children, as well as in his interactions with parents and staff.

The critical behaviors in the application level were described to evaluate the teacher's application of his knowledge about the functional area in the classroom and center setting. It is not enough to know what to do; one must be able to demonstrate competence by doing. The Evaluation level was designed to increase the teacher's critical thinking and self analysis. When one evaluates self, one can afford to be less defensive and more objective. Time and use will show where changes are necessary.

Documentation will be addressed in the next stage of development of the program.

A difference was acknowledged between the competency standards of the federal government and the institution. HEW standards stop at the application level while the institution identifies and encourages competency at the evaluation level. We believe critical thinking is an essential part of the learning process and encourages students to accept responsibility for their own learning.

Hancock perceived this study as assuming that all adults have progressed to the abstract level of thought. This is not accurate. It is recognized that many adults do not reach the abstract level of thinking. However, the researchers believe abstract level of thought is essential for effective teaching. Love is not enough. Understanding of the sequence and stage of learning of each child is the basis for the individualized curriculum.

Piaget (1952, 1964) states that intelligence, that is adaptive thinking and action, develops in a sequence of stages related to age and social environment. Each stage includes specific characteristics and limits of what can be learned during that period. He believes the order of stages is the same for all, but the age at which each stage evolves depends on the native endowment of the person and upon the quality of the physical and social environment in which he is reared.

Piaget's final stage, formal operations, emerges usually at twelve to fifteen years and is the basis of adult thought. It includes the ability to think about thoughts, to construct ideals, to reason realistically about the future, and to reason about contrary-to-fact propositions. In essence, the abstract level of thinking is characterized by flexibility in using deductive and inductive thought.

He sees four main factors related to evolving from one stage of development to another: maturation, experience, social transmission and equilibration or self regulation. Maturation is a reflection of the interior maturation of the central nervous system. Experience consists of acting upon objects and drawing some knowledge about the objects. Social transmission includes language and educational transmissions, as well as the structure of the person which enables him to assimilate this information. Equilibration means the process of self regulation when faced with external disturbance or new information.

For those CDA candidates who have not reached abstract level of thought, individualized instruction with hands-on, linguistic and educational experiences will be provided. Each candidate's own nervous system and equilibration will determine what is assimilated, i.e., whether they can reach abstract level of thought. Some will. Some will not.

It is imperative, however, if teachers are responsible for and to our greatest national resource — our children — that they be able to provide goal-oriented learning by understanding a general principle, applying the principle to a particular situation, and then evaluating the results of the application. They must be able to think abstractly.

According to Piaget (1964, pg. 5), "The principal goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done — men who are creative, inventive, and discoverers. The second goal of education is to form minds which can be critical, can verify and not accept everything they are offered." This nation cannot afford anything less for our children.

Rowan's concept that intuitive teaching was acceptable was rejected. Love and intuition are not enough. Teachers need to comprehend child development and early childhood education with enough acumen to be able to devise a precise learning program to meet the needs of each individual child.

The most intuitive teacher cannot do this without knowledge, effort, and thought.

Rowan appeared to have misunderstood the purpose of the study. The purpose was to identify critical behaviors denoting competence for institutional credit rather than a training program for CDA. The training program would be developed from the Institutional Criteria for competence.

She objected to the repetition in the criteria as redundant. Repetition was necessary in order to individualize instruction in each functional area. Candidates could start where they wished with a complete set of criteria for any one of the thirteen functional areas. Each functional area demanded some different competencies and skills, and some common competencies and skills. There was no repetition in the levels of competency. Each level focused on a different function.

The criteria were designed to provide accurate information on the specific requirements for credit at the beginning of the program. This was done because CDA candidates in other training programs complained of not being told what was expected of them in order to reach competence.

A complaint from training institutions was that candidates knew information, but could not apply it in the classroom. The levels of competence were designed to enable the candidate to recognize where he/she was functioning, and what he/she had to do in order to move to the next level of competence. Identifying the components of the levels of competence was essential.

Implications

A critical issue to the success of the BCC CDA program is the degree of understanding of the purpose of institutional criteria by Head Start personnel. If they see the criteria as another barrier to prevent their access to higher education, they will become disheartened and withdraw. It is imperative they understand the purpose of the criteria is to delineate what learning they already have mastered, and to provide a basis for future learning by breaking the curriculum down into specific units which will enable them to experience success in small degrees leading to an integrated whole. Head Start personnel need to be acknowledged for their strengths as well as their weaknesses.

Faculty commitment to change will also be a critical issue. In order to build trust in the Program, faculty will need to demonstrate their commitment to candidates to reach competency through the candidates' way and at the candidates' pace within the guidelines of the program. Teachers, steeped in old methods of the traditional classroom where teacher knows best and the student is a passive learner, cannot function in this program. Teachers must be willing to use new methods and learn and grow from the results. Competency based education is primarily faculty reform. Inservice training will be needed to introduce new concepts and materials to those who will be involved in training and administration.

Candidates, too, will need to demonstrate their own commitment to learn in order to be successful. Moving from the passive, student role to an active, involved learner role will be a decision each candidate must make for him/herself.

Another critical issue to the success of this program is the faculty's awareness of their own feelings and beliefs as they influence those whom they teach. Unresolved feelings and beliefs will lead to negative and destructive covert messages. In-service training on prejudice including black/white, teacher/student, traditional/non-traditional learner will be an ongoing integral part of the program. Such experiences will enable teachers to provide a competent role model who interacts with candidates in an atmosphere of mutual trust and respect.

Candidates' unresolved feelings will also be a critical issue. Candidates will need to have an opportunity to discuss in groups and individually, openly and frankly, their insecurities and self-doubts. They, too, will be invited to look at socio-cultural factors contributing to their self-doubts. Following Patterson's (1973) recommendations supporting the candidates' development of self awareness and self esteem is basic to the success of the program.

The geographical distance of a 150-mile radius poses problems in communication and logistics in implementing this program. Because of distance, much effort must be placed in developing the awareness and resolution of small differences and concerns as they arise during on-site visits to avoid escalation of feelings over unresolved issues. Decisions will need to be in writing and disseminated to all involved persons to avoid confusion and ineffective planning.

Another area of communication necessary to insure the smooth functioning of the program is the coordination of satisfactory planning of time and materials mutually between BCC and Head Start centers.

Continuous and open discussion on specific items required in the Portfolio is necessary. Further delineation of those criteria that will be assessed by observation and discussion is imperative. Clearcut standards and expectations are the cornerstones of a successful competency based program.

One means to be used to maintain and increase the self-esteem of participants is a brief monthly newsletter. This newsletter will acknowledge student successes, future plans and current happenings.

College policy currently presents a problem in implementation, since there is no vehicle in place to award partial credit. The college cabinet will be petitioned for permission to grant one credit for the partial attainment of a predetermined portion of a three credit course. Eighteen credit hours will cover information on the thirteen functional areas broken into one credit hour of learning.

Functional Area	Credit Hours of Learning
Safe	1
Healthy	1
Environment	1
Physical	2
Cognitive	2
Language	2
Creative	2
Self Concept	2
Individual Strengths	1
Social	1
Group Management	1
Home Center	1
Staff	1
Total	18

Completion of these learning hours of credit will provide 18 credit hours toward a degree in Child Care Services.

Award of partial credit is congruent with the rationale of breaking learning into small units for mastery completion and mastery of small units build self-esteem and increase the appetite for further successful learning.

Recommendations

This approach will be used for one year. At the end of this time, the program will be assessed through written anonymous evaluations and recommendations for change by candidates, Head Start Directors, Education Specialists, Consultants, BCC faculty and staff. Plans will then be made for needed change based on these evaluations and recommendations. Following the recommendations of Grant, et al, (1979) to educators involved in competency based programs, these results and plans for change will be published.

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APPENDIX A

THE CHILD DEVELOPMENT ASSOCIATE CONSORTIUM

MEMBERSHIP

As Of 1/18/77

Name of Organization	Address
Action for Children's Television	46 Austin Street Newtonville, MA 02160
American Alliance for Health, Physical Education and Recreation	1201 16th St., NW Washington, DC 20036
American Association of Elementary/ Kindergarten/Nursery/Educators	(State Groups Only)
The American Dietetic Association	430 N. Michigan Avenue Chicago, IL 60611
American Library Association/Children's Services Division	50 E. Huron Street Chicago, IL 60611
American Montessori Society	150 5th Avenue New York, N.Y. 10011
American Occupational Therapy Association	6000 Executive Blvd. Rockville, MD 20852
American Optometric Association	7000 Chippewa St. St. Louis, MO 63119
American Personnel and Guidance Association	1607 New Hampshire Ave., N.W Washington, DC 20009
American Psychological Association	1200 17th St., NW Washington, DC 20036
American Speech and Hearing Association	10801 Rockville Pike Rockville, MD 20852
Association for Childhood Education International	3615 Wisconsin Ave., NW Washington, DC 20016
Association of Teacher Educators	1701 K Street, NW Washington, DC 20006

Name of Organization	Address
Black Child Development Institute	1463 Rhode Island Ave., NW Washington, DC 20005
Center for Applied Linguistics	1611 N. Kent Street Arlington, VA 22209
Children's Defense Fund (of the Washington Research Project)	1520 New Hampshire Ave., NW Washington, DC 20036
Children's Theatre Association of America (Division of American Theatre Association)	800 Oak St., #2A Winnetka, IL 60093
Day Care & Child Development Council of America, Inc.	1012 14th St., NW Washington, DC 20005
Education Commission of the States	Suite 300 1860 Lincoln St. Denver, CO 80203
Family Service Association of America	44 E. 23rd Street New York, New York 10010
National Art Education Association	1916 Association Drive Reston, VA 22091
National Association for the Advancement of Colored People	1790 Broadway New York, New York 10019
National Association of Early Childhood Specialists in State Departments of Education	P.O. Box 489 Jefferson City, MO 65101
National Association for the Education of Young Children	1834 Connecticut Ave., NW Washington, DC 20009
National Association for Retarded Citizens	2709 Avenue E. East Arlington, TX 76011
National Association of Social Workers	600 Southern Bldg. 15th & H Streets, NW Washington, DC 20005
National Association of State Directors of Child Development	Div. of Admin. Office of Gov., Wade Hampton B Columbia, SC 29201
National Association of State Directors of Teacher Education and Certification	VT Dept. of Education Montpelier, VT 05602

Name of Organization	Address
National Congress of Parents and Teachers	700 N. Rush Street Chicago, IL 60611
National Education Task Force de la Raza	University of New Mexico College of Education Albuquerque, NM 87131
National Federation of Settlements and Neighborhood Centers	232 Madina Avenue New York, New York 10016
National Indian Education Association	1115 Second Ave., South Ivy Tower Bldg. Minneapolis, MN 55403
National Parents Federation for Day Care and Child Development	429 Lewis Street Somerset, NJ 08873
National Urban League, Inc.	500 E. 62nd St. New York, New York 10021
Parent Cooperative Preschools International	11504 Alcinda Lane Gaithersberg, MD 20760
Puerto Rican Association for Community Affairs, Inc.	853 Broadway, Rm. 1001 New York, NY 10003

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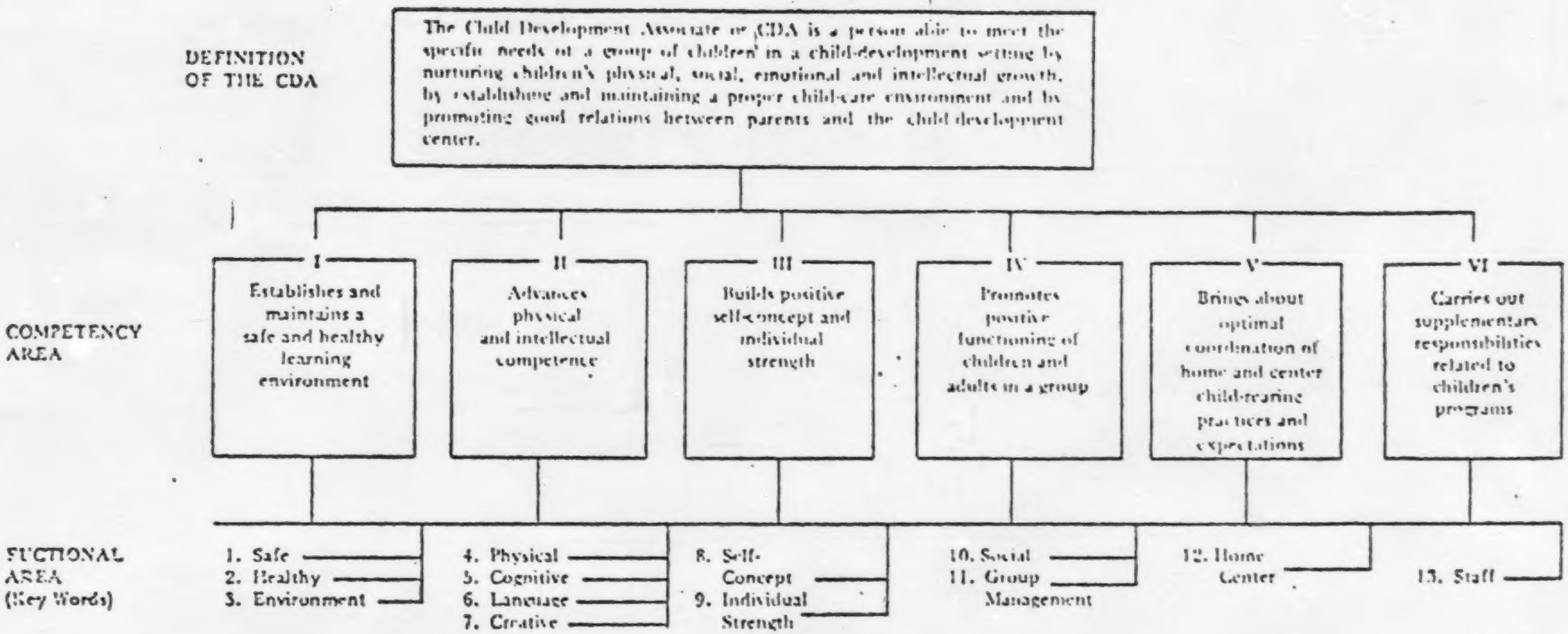
THE CHILD DEVELOPMENT ASSOCIATE CONSORTIUM'S COMPETENCY STANDARDS

APPENDIX B



DEFINITION OF THE CDA

The Child Development Associate or CDA is a person able to meet the specific needs of a group of children in a child-development setting by nurturing children's physical, social, emotional and intellectual growth, by establishing and maintaining a proper child-care environment and by promoting good relations between parents and the child-development center.

COMPETENCY AREA

I Establishes and maintains a safe and healthy learning environment
II Advances physical and intellectual competence
III Builds positive self-concept and individual strength
IV Promotes positive functioning of children and adults in a group
V Brings about optimal coordination of home and center child-rearing practices and expectations
VI Carries out supplementary responsibilities related to children's programs

FUCTIONAL AREA (Key Words)

1. Safe
2. Healthy
3. Environment
4. Physical
5. Cognitive
6. Language
7. Creative
8. Self-Concept
9. Individual Strength
10. Social
11. Group Management
12. Home Center
13. Staff

1. SAFE—Candidate provides a safe environment by taking necessary measures to reduce or prevent accidents.

2. HEALTHY—Candidate provides an environment that is free of factors which may contribute to or cause illness.

3. ENVIRONMENT—Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

4. PHYSICAL—Candidate provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.

5. COGNITIVE—Candidate provides activities and experiences which encourage questioning, probing and problem-solving skills appropriate to the development level of each child.

6. LANGUAGE—Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.

7. CREATIVE—Candidate provides a variety of experiences and media that stimu-

8. SELF-CONCEPT—Candidate helps each child to know, accept and appreciate herself/himself as an individual.

9. INDIVIDUAL STRENGTH— Candidate helps each child develop a sense of independence and acquire the ability to express, understand and control her/his feelings.

10. SOCIAL—Candidate helps the children learn to get along with others and encourages feelings of mutual respect among the children in the gorup.

11. GROUP MANAGEMENT—Candidate provides a positive routine and establishes simple rules with the group that are understood and accepted by children and adults.

12. HOME-CENTER—Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

13. STAFF—Candidate works cooperatively with other staff members concerning plans, activities, policies and rules of the center.

APPENDIX C

Personal Capacities Essential for Child Development Associates

In addition to the knowledge and experience that are essential components of educational competencies, it is essential that the people who teach young children have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it is possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood. Training programs for CDA's should try to develop them in all CDA candidates.

- To be sensitive to children's feelings and the qualities of young thinking.
- To be ready to listen to children in order to understand their meanings.
- To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children.
- To be able to protect orderliness without sacrificing spontaneity and child-like exuberance.
- To be differently perceptive of individuality and make positive use of individual differences within the child group.
- To be able to exercise control without being threatening..
- To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures.
- To bring humor and imaginativeness into the group situation.
- To feel committed to maximizing the child's and his family's strengths and potentials.

APPENDIX D

CDA TRAINING MATERIALS

	Credit	Format	Content	Levels of Performance	Sequence of Learning
Arkansas State University Beebe CDA Program 1977		Field Based	Modules	Knowledge Skill	None Mentioned
High School Rockville, Maryland 1977	Not Applicable	Field Based Pre-Training Regular In-Service Seminars	Modules	Knowledge Application Evaluation	None Mentioned
Portland State University Oregon 1976	64 Hrs. Upon Completion of CDA Program Within 2 Years	Field Based	Modules	Knowledge Skills Outcome Objectives	Knowledge Skills
Southern Illinois University 73-74	30 Hrs. After Credentialed	Field Based	Training Manual	Trainer Judges Competence	None Mentioned
University of Hawaii 1976	Optional Credit for Each Module Services Fully Completed	Mini Courses Small Group Indep. Study	Modules	Self-Assessment Trainer Assessment	Candidate Determines Sequence of Competencies

APPENDIX E

QUALIFIED SPECIALISTS WHO REVIEWED AND COMMENTED UPON THE FUNCTIONAL AREAS IN THE DEVELOPMENTAL PHASE

Specialist	Area of Expertise	Functional Area Reviewed
Dotty Ports, M.Ed.	Early Childhood Former Director Laboratory School, Purdue University	Safe
Nita Ekwurzel, M.Ed.	Administration Specialist Humanics Former K Teacher	Environment
Gail Buchanan, O.T.R.	BCC Instructor: Health, Safety and Playground	Physical Healthy
Barbara Kurtz, M.S.	BCC Instructor: Principles of Early Childhood	Cognitive Language
Joan Ruppert, M.Ed.	BCC Instructor: Art for the Young Child	Creative
Betsy Baughan, M.Ed.	Child Therapist Former Preschool Teacher	Self Concept Individual Strength
Marsha Kaufmann, PhD	Former Preschool Teacher Specialist: Humanics	Social
Mary Lidkea, M.A.	Former Preschool Teacher Presently in PhD Program in Clinical Psychology	Group Management
Joan Wellman, M.Ed.	BCC Instructor Child Care Practicum; Science for the Young Child	Home/Center Staff

APPENDIX F

QUESTIONNAIRE FOR CRITIQUE OF COMPETENCY CRITERIA

Please review and comment on these criteria for competency. The criteria are presented in a logical progression of increasing complexity.

RATIONALE: Learning begins with new information that must be sorted through, applied and evaluated. With adults who have progressed to the abstract level of thinking, the most appropriate place to begin is with a general principle that can be interpreted, applied and the results re-interpreted. Then the cycle begins again - learning is a continual process.
The progression in these criteria is:

1) Knowing is a general principle.
2) Applying understanding of the principle to a real situation.
3) Evaluating the outcome of the application and identifying what change is necessary.

Do you agree with the progression? If not, why?

Are the criteria relevant? If not, why?

Are the criteria well-written and easily understood? If not, why?

What changes would you make? Why?

Thank you for your cooperation. We appreciate your critique!

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA I

Establishes and maintains a safe and healthy learning environment.

Functional Area 1: Safe. Candidate provides a safe environment by taking necessary measures to reduce and prevent accidents.

This functional area focuses on the physical environment and the measures taken to insure the safety of the children within the group. Both indoor and outdoor facilities should be free of hazardous conditions and unsafe equipment and materials. Careful adult supervision is also necessary to insure the safety of the children.

Level I - Knowledge

Information:

(1) Identifies the county, state and federal rules and policies on safety.

(2) Lists the appropriate safety rules for young children and staff including safety rules for: in the building, use of equipment, activities in Center, away from Center, transportation, outdoors at Center, for cooking, woodworking, wheel toys, sand, blockbuilding, field trips, walks, etc.

(3) Describes what to include in a first-aid kit, where it is kept in the Center, and where the key(s) is/are.

(4) Explains correct emergency responses for fire drill, general accidents, and accidents related to drugs.

(5) States purpose and procedures for implementing rules, knows person(s) responsible, and system for ensuring that policies and rules are carried out.

Interpersonal:

(1) Explains the importance of expressing feelings in preventing accidents.

(2) Identifies the importance of accepting differences in thoughts and feelings.

(3) Identifies problem-solving techniques to resolve differences.

(4) Identifies his/her own responsibility for considering and learning new ideas.

(5) Identifies the importance of undertaking and completing tasks.

Psychomotor: (1) Speaks clearly at an appropriate level for listener.

(2) Writes legibly, clearly and grammatically correctly.

(3) Demonstrates reading ability.

(4) Describes how and when to handle environmental hazards.

(5) Describes preventive and emergency safety techniques.

Level II - Application

Information: (1) Implements county, state and federal rules and policies on safety.

(2) Implements appropriate safety rules for young children and staff including safety rules for: in the building, use of equipment, activities in Center, away from Center, for transportation, outdoors at Center and rules for cooking, woodworking, wheel toys, sand, blockbuilding, field trips, walks, etc.

(3) Assembles or checks the first-aid kit, sees that it is out of reach of children and placed under lock and key.

(4) Gives correct emergency responses for fire drills and accidents.

(5) Identifies person(s) responsible and supports the system developed for ensuring that policies and rules are carried out.

Interpersonal: (1) Encourages the expression of feelings as a means of preventing accidents by modeling and accepting feelings of self and others.

(2) Accepts differences in thoughts and feelings with respect.

(3) Resolves differences through problem-solving techniques.

(4) Accepts responsibility for own learning, considers and learns new ideas.

(5) Undertakes and completes tasks.

Psychomotor: (1) Speaks clearly and appropriately.

(2) Writes legibly, clearly and grammatically correctly.

(3) Reads pertinent material.

(4) Intervenes appropriately and effectively in handling environmental hazards.

(5) Performs preventive and emergency safety techniques effectively.

Level III - Evaluation

Information: (1) Evaluates the county, state and federal rules and policies on safety for needed change and makes recommendations through appropriate channels.

(2) Assesses appropriateness of safety rules for young children and staff including safety rules for: in the building, use of equipment, activities in Center, away from Center, for transportation, outdoors at Center including rules for cooking, woodworking, wheel toys, sand, blockbuilding, field trips, walks, etc. and implements changes as needed.

(3) Evaluates and makes suggestions for additions to first-aid kit if necessary, assesses convenience of placement, and makes appropriate recommendations to person in charge.

(4) Evaluates emergency practices for effectiveness and more effective prevention and makes recommendations through appropriate channels.

(5) Evaluates purposes and procedures of safety rules to see if still relevent and makes recommendations for change through appropriate channels.

(6) Assesses system for ensuring policies and rules are carried out. Update if necessary.

Interpersonal: (1) Evaluates degree of acceptance of own and others feelings and seeks feedback from others.

(2) Questions self acceptance of differences of thought and feelings with respect and accept suggestions for change.

(3) Assesses effectiveness of problem-solving techniques and seeks more information if needed.

(4) Evaluates own acceptance for responsibility for learning and consideration of new ideas.

(5) Checks self on undertaking and completing tasks, and completes unfinished tasks.

Psychomotor: (1) Evaluates speaking skills and seeks help if needed.

(2) Evaluates writing skills and asks for additional training if needed.

(3) Assesses reading skills for need for additional skill.

(4) Evaluates own skill in handling environmental hazards and determines if adequate or needs changing.

(5) Evaluates preventive and emergency safety techniques and plans for improvement.

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA I

Establishes and maintains a safe and healthy learning environment.

Functional Area 2: Healthy. Candidate provides an environment that is free of factors which may contribute to or cause illness.

This functional area focuses on providing and maintaining a healthy environment for the children in the group. Activities and opportunities for children to acquire and practice good health habits should be provided. Conditions involving a child's illness should be recognized and effectively handled; the nutritional needs of the children should be met; and garbage and debris, etc., that are potentially hazardous to the health of the children within the group should be absent.

Level I - Knowledge

Information: (1) Describes an environment that promotes health and prevents illness.

(2) Identifies the characteristics of good health including physical, emotional and socio-cultural aspects.

(3) Understands and describes the interrelatedness of all aspects of health.

(4) Enumerates environmental factors that promote health.

(5) Lists the nutritional needs of young children.

Interpersonal: (1) Identifies the value of physical and emotional health in self and others.

(2) Describes the importance of feelings in maintaining healthy relationships with self and others.

(3) Lists the effects of nutrition on health and behavior.

(4) Names health resources in community for self and others.

(5) Describes effective communication.

Psycho-motor: (1) Explains how to provide an environment that encourages physical and emotional health.

(2) States how to observe and record the physical, emotional and socio-cultural aspects of health.

(3) Explains how to observe, record and use socio-cultural factors to promote health.

(4) Describes how to write referral records for community resources to promote health.

(5) Specifies how to write educational plans to meet the nutritional and health needs of young children.

Level II - Application

Information: (1) Provides a health conscious environment through regular health checks, accurate health information records, quick effective response to illness and emergencies and regular assessment of the envirnment for health hazards.

(2) Establishes a health education program for children that includes physical, emotional and socio-cultural aspects.

(3) Promotes health through use of community resources such as referral to healthcare professionals and follow-up care from recommendations made by healthcare professionals.

(4) Provides nutritious meals, snacks and cooking activities to promote healthy longterm living habits.

(5) Teaches children to recognize, label and express feelings in constructive ways to promote emotional, physical and socio-cultural health.

Interpersonal: (1) Provides for the physical and emotional needs for self and children in the center.

(2) Models the expression of feelings to children and staff in ways which provide the basis for healthy relationships.

(3) Models healthy eating habits for children.

(4) Refer children and self to health resources in community as needed.

(5) Communicates in ways that invite others to learn and respond.

Psycho-motor: (1) Removes health hazards from playground and center.

(2) Keeps accurate health records.

(3) Records socio-cultural factors that may aid in planning effective health curriculum.

(4) Writes clear, concise referral reports to aid and permit the community resource person to understand the child.

(5) Writes clear, concise educational lesson plans for children's health education program.

Level III - Evaluation

Information: (1) Evaluates the effectiveness of the health environment to insure all children have had regular health checks, accurate health records, effective response to illness and emergencies and to insure all health hazards have been removed from the environment.

(2) Evaluates the children's health education program for accuracy, effectiveness, consistency and to verify the degree of involvement and the responses of each child.

(3) Evaluates the health needs of each child to verify referral to appropriate healthcare professional and the degree of follow-up care provided.

(4) Evaluates the nutritional value of meals, snacks and cooking activities to identify gaps or need for change.

(5) Evaluates the children's abilities to recognize, label and express feelings to assess need for further change in the emotional climate in the classroom.

Interpersonal: (1) Evaluates how effectively children and staff's physical and emotional needs are being met in the classroom.

(2) Evaluates children's expression of feelings to assess need for change.

(3) Evaluates eating habits of children and staff to assess effectiveness of modeling.

(4) Evaluates use of community resources for children and self to identify unmet needs.

(5) Evaluates own communication skills to identify need for improvement.

Psycho-motor: (1) Evaluates center for health hazards that may have been overlooked and makes corrections.

(2) Evaluates health records for accuracy and corrects mistakes.

(3) Evaluates records of socio-cultural factors that may effect health curriculum and add or change as needed.

(4) Evaluates writing of referral reports to community resource person for clarity and conciseness and change or add to them if necessary.

(5) Evaluates children's health education program and rewrites as needed for clarity and conciseness.

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA I

Establishes and maintains a safe and healthy learning environment.

Functional Area 3: Environment: Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level and learning styles of the children.

This functional area focuses on making best use of available facilities to provide a productive learning environment. Facilities should be used with consideration for the physical, social, emotional and intellectual needs of the children within the group.

Level I - Knowledge

Information: (1) Identifies the important components of a preschool learning environment according to developmental age, sensory integration level, and learning styles of children involved.

(2) States at least six factors that are important in arranging the learning environment.

(3) Indicates the important factors to be considered in choosing materials and equipment for preschool children.

(4) Describes the structure of learning centers, and the appropriate and necessary equipment, materials and furnishings as well as additional optional equipment and materials.

(5) Specifies the way children can be expected to grow/develop/learn from participating in activities in learning centers.

Interpersonal: (1) Identifies own motor and sensory processing system, and the demands different environments place on it.

(2) States the way sensory processing systems vary, and how they effect learning styles.

(3) Describes the effect of different environments on children's sensory processing systems.

(4) Relates how environment effects communication and the building of relationships.

(5) Describes how to provide an environment that increases communication, and builds self confidence.

Psychomotor: (1) Explains how to set up an appropriate preschool room.

(2) Describes how to arrange learning materials and equipment appropriately.

(3) Relates how to provide an effective environment for children's psychomotor and sensory processing systems.

(4) Identifies how to set up the environment, indoors and out, to increase psychomotor skills and sensory integration according to developmental age.

Level II - Application

Information: (1) Sets up a learning environment according to developmental age, sensory integration level and learning styles of children involved.

(2) Considers at least six factors in determining the arrangement of the learning environment including age of children, size of group, individual needs of children, needs of teacher, materials to be used, storage area available, use of area, traffic patterns, etc.

(3) While choosing materials and equipment for young children to increase physical, intellectual and socio-emotional growth also consider equipment and materials individual, for large and small group activities, quiet and active periods, indoor and outdoor activities, physical routines (rest time, meal time, toileting), teacher directed or child selected activities and high and low concentration activities.

(4) Sets-up eight different learning centers with appropriate and necessary equipment, materials and furnishings with identification of additional optional equipment and materials.

(5) Provides specific activities in learning centers both individually and in groups that stimulates individual children to grow, develop and learn.

Interpersonal: (1) Adapts the environment, where possible and feasible, to support own motor and sensory processing system since optimum functioning of teacher is beneficial to children, but avoids becoming totally teacher centered.

(2) Identifies different environmental changes that trigger positive and negative reactions in children.

(3) Adapts the environment to meet the needs of each child's sensory processing system.

(4) Sets up an environment that provides opportunities for children to communicate spontaneously and to build relationships.

(5) Provides specific activities in learning centers that encourage children to communicate and relate.

Psychomotor: (1) Sets up an appropriate preschool room for children in the classroom.

(2) Arranges learning materials and equipment for children in classroom appropriately.

(3) Changes environment when possible to meet individual needs of children.

(4) Sets up indoor and outdoor activities to increase motor skills and sensory integration of children according to developmental age and individual needs.

Level III - Evaluation

Information: (1) Evaluates learning environment to see if meeting developmental needs, sensory integration level and learning style of children involved. Instigates changes as needed.

(2) Evaluates factors used in determining the learning environment to see if effective in that particular group of children and adds new data if needed.

(3) Evaluates materials and equipment in use with the particular group of children and makes changes as needed.

(4) Evaluates the learning centers for effectiveness and need for change. Makes changes as needed.

(5) Evaluates to see that needs of individual children are being met and to determine if the learning environment needs changing.

Interpersonal: (1) Evaluates environmental adaptation to own motor and sensory processing needs to insure children were not being deprived of needed activities. Consideration of alternative arrangements are made if necessary.

(2) Evaluates children's behavior in the environment to assess need for change.

(3) Evaluates the spontaneous communication going on in the classroom and number, kinds and depth of relationships between children to determine the need for changing the environment.

(4) Evaluates specific activities in learning centers for effectiveness in encouraging communication and relationships. Change as needed.

Psychomotor: (1) Evaluates preschool room for appropriateness for specific group of children and change as needed.

(2) Evaluates the selection and arrangement of learning materials and equipment for appropriateness and accessibility in meeting needs of children in class.

(3) Evaluates environment periodically to meet individual needs of children.

(4) Evaluates indoor and outdoor activities to insure increased motor skills and sensory integration of children.

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA III

Build positive self concept and individual strength.

Functional Area 8: Self-Concept. Candidate helps each child to know, accept and appreciate himself and herself as an individual.

This functional area focuses on helping each child to develop a sense of awareness and esteem; to express his/her feelings and accept those feelings; and to develop pride as an individual and a member of a cultural/ethnic group.

Level I - Knowledge

Information:

(1) Explains how the ability to control one's body effects self esteem.

(2) Describes how labeling of feelings for children relates to self awareness and self control.

(3) Explains all feelings are okay and humans have a right to feel but not a right to act inappropriately.

(4) Describes the classroom environment which will promote a positive self image by recognizing the uniqueness of each human being daily.

(5) Specifies how a child's pride is affirmed in his/her self as an individual and a member of an ethnic group by incorporation of the child's home and cultural experiences into the classroom.

Interpersonal:

(1) Explains how the self concept of a teacher effects children.

(2) Describes how self awareness, self acceptance and expression of feelings are necessary for the teacher to model appropriately for children.

(3) Explains how teacher's acceptance of feelings in children gives them permission to learn how to express their feelings constructively.

(4) Explains that actively listening to a child is the greatest stroke of love, and increases the child's self esteem as a person of value and worth.

(5) Explains differences (i.e. sex, cultural traditions, ethnic groups, etc.) are to be acknowledged and valued.

Psycho-motor: (1) Describes how to build a program to increase children's psycho-motor skills.

(2) Demonstrates clear speech.

(3) Demonstrates how to listen.

(4) Demonstrates adequate reading ability.

(5) Demonstrates the use of community and home resources to enhance childrens self esteem.

Level II - Application

Information: (1) Provides perceptual motor activities to increase control of body and child's self esteem.

(2) Labels feelings for children to increase self awareness and self control.

(3) Accepts all feelings and provides constructive ways of channelling feelings recognizing humans have a right to feel not a right to act.

(4) Provides a classroom environment that reinforces self image by recognizing uniqueness of each child daily.

(5) Incorporates the child's home activities and cultural heritage into classroom curriculum.

Interpersonal: (1) Appreciates and values self in dress, posture and facial expression as an effective model for children.

(2) Is aware of, accepts and expresses own feeling constructively.

(3) Is aware of and accepts children's feelings, and teaches them how to express their feelings constructively.

(4) Actively listens to children.

(5) Acknowledges and values differences in the classroom.

Psycho-motor: (1) Builds program for children to increase their psycho-motor skills.

(2) Speaks clearly at appropriate level for listener.

(3) Listens to children.

(4) Reads pertinent material.

(5) Uses community and home resources to enhance children's self esteem.

Level III - Evaluation

Information: (1) Evaluates perceptual motor activities for effectiveness in increasing control of body and self esteem for individual children. Implements change as needed.

(2) Evaluates children's ability to label feelings, control their expression of feeling and self esteem. Instigates change as needed.

(3) Evaluates own ability to accept feelings and expression of feelings. Recognizes that change must begin with self.

(4) Evaluates classroom environment to check how each child is acknowledged.

(5) Evaluates ways in the classroom for incorporation of children's home activities and cultural heritage. Corrects any discrepancy.

Interpersonal: (1) Evaluates appreciation of self and seeks help if needed.

(2) Evaluates awareness and expression of own feelings.

(3) Evaluates own awareness and acceptance of each child.

(4) Evaluates own active listening to children's feelings.

(5) Evaluates uses of community and home resources.

Psycho-motor: (1) Evaluates program for children to increase their psycho-motor skills.

(2) Evaluates speech patterns and seeks help for change if needed.

(3) Evaluates own listening skills and seeks help if needed.

(4) Evaluates reading skills.

(5) Evaluates the use of home and community resources in the classroom. Changes curriculum if needed.

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA III

Builds positive self concept and individual strength.

Functional Area 9: Individual Strength. Candidate helps each child develop a sense of independence and acquires the ability to express, understand and control his/her feelings.

This functional area focuses on helping the child develop a sense of independence and providing opportunities for child to assume responsibility, both within the group and for himself/herself. Each child should be motivated to function to his/her maximum potential.

Level I - Knowledge

Information:
(1) Describes techniques to enable children to express feelings for himself/herself verbally and constructively.

(2) Explains strategies to encourage a child to accept responsibility for his/her own feelings, thinking and behavior.

(3) Identifies strategies to encourage child to accept responsibilities for self as part of a group.

(4) Names techniques to evaluate child's physical, emotional, social and intellectual functioning to provide activities to meet individual needs.

(5) Describes techniques to acknowledge and value differences in sex, cultural tradition, ethnic groups, etc.

Interpersonal:
(1) Explains responsibility for own feelings, thoughts and behavior.

(2) Identifies ways to express own feelings, positive and negative, verbally and constructively.

(3) Describes how to put own needs aside temporarily to hear needs of children.

(4) Explains children are good and wish to cooperate if given opportunity.

(5) Explains children will respond to positive and specific invitations if developmentally able.

(6) Describes how to work with children individually and in a group.

Psycho-motor: (1) Demonstrates good verbal skills.

(2) Demonstrates adequate reading skills.

(3) Demonstrates techniques to control body and express feelings appropriately verbally as well as physically.

(4) Demonstrates how to adjust own expectations and behavior to developmental ages and needs of children.

(5) Demonstrates good writing skills.

Level II - Application

Information: (1) Gives children labels for feelings and encourages and channels verbal expression of feelings.

(2) Provides numerous opportunities and encourages child to accept responsibility for own feelings, thinking and behavior.

(3) Encourages small group activities that allow child many opportunities to accept responsibility for self as part of a group.

(4) Assesses each child's physical, emotional, social and intellectual functioning and provides activities to meet each child's needs.

(5) Provides activities that acknowledges and values the child's sex for him/her, cultural or ethnic group, etc.

Interpersonal: (1) Accepts responsibility for own feelings, thoughts and behavior.

(2) Expresses own feelings, positive and negative, verbally and constructively.

(3) Puts own needs aside temporarily to hear needs of children.

(4) Believes in children and provides opportunities to learn acceptable behavior according to child's developmental level.

(5) Sends children positive and specific invitations to respond.

(6) Works effectively with children individually and in groups.

Psycho-motor: (1) Speaks clearly and distinctly on level of listener.

(2) Reads pertinent material.

(3) Refrains from physical reactions and expresses feelings verbally.

(4) Adjusts own expectations and behavior according to developmental stage of child.

(5) Records children's evaluations and individual lesson plans accurately, legibly and clearly.

Level III - Evaluation

Information: (1) Evaluates children's labeling and expression of feelings in the classroom and changes activities to meet individual children's needs.

(2) Evaluates children's acceptance of responsibility for own feelings, thoughts and behaviors. Provides opportunities as needed to encourage individual children.

(3) Assesses children's functioning responsibly in group activities, and structures specific opportunities for individual children as needed.

(4) Assesses program's effectiveness in meeting individual needs of each child. Changes programs as needed.

(5) Assesses each child's sexual, cultural and ethnic identity, and provides activities to enhance any unmet need.

Interpersonal: (1) Evaluates own acceptance of responsibility. Relinquishes blaming of others, and problem solves if necessary.

(2) Evaluates kinds and degrees of feelings expressed. Seeks help for change if needed.

(3) Evaluates active listening skills for effectiveness, and change if necessary.

(4) Evaluates belief and expectations of children. Seeks help if needed.

(5) Evaluates own invitations to children and asks for feedback from peers and staff in order to increase self awareness.

(6) Evaluates effectiveness in working with children individually and in groups.

Psycho-motor: (1) Evaluates speaking tone and level, and changes as needed.

(2) Evaluates reading effectiveness and seeks help as needed.

(3) Evaluates reactions in classroom for physical and non verbal messages to children. Seeks help if needed.

(4) Evaluates own adjustment of behavior and expectations to developmental needs of child. Seeks information and help if necessary.

(5) Evaluates records and individual lesson plans for legibility, accuracy and clarity.

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Cocoa Beach, FL 32931
1979

INSTITUTIONAL CRITERIA FOR COMPETENCY AREA V

Bring about optimal coordination of home and center child-rearing practices and explanations.

Functional Area 12: Home-Center. Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

This functional area focuses on the ability to support, encourage, and provide opportunities for parents to get involved in center activities; to be sensitive to and knowledgeable about the activities; to be sensitive to and knowledgeable about the cultural/ethnic background of the children and their families; to use this knowledge of cultural differences in the planning of the total program; and to provide opportunities to exchange information about the children's progress and special needs with their parents.

Level I - Knowledge

Information:
(1) Explains how the parent is the first and most important teacher in the child's life.

(2) Explains why parent involvement is necessary in the center for the effective functioning of center, home and child.

(3) Describes the cultural/ethnic background of the children and their families in the center, and how it may effect teaching in the classroom.

(4) Lists sensitive strategies to encourage parent involvement in classroom activities.

(5) States sensitive strategies to invite parent involvement in parent education and training.

Interpersonal:
(1) Identifies own attitude which may increase or interfere with effective communication with parents.

(2) Identifies the techniques of active listening.

(3) Describes communication skills that invite being heard.

(4) Describes how cultural differences may hinder communication.

(5) States the rules of confidentiality.

Psycho-motor: (1) Demonstrates adequate reading skills.

(2) Demonstrates adequate writing skills to enable him/her to communicate with parents in writing.

(3) Demonstrates clear speech at appropriate level for listener.

(4) Demonstrates ability to keep legible and accurate records about children to share with parents.

(5) Describes techniques to set up an environment that invites parent involvement and communication.

Level II - Application

Information: (1) Seeks, recognizes and respects parents' goals and wishes for their children and supports these goals according to the best interest of the children.

(2) Invites parents to use their unique talents, skills and interests in behalf of their children at home and center.

(3) Integrates the families cultural/ethnic background in planning for classroom, parent and community activities.

(4) Uses sensitive strategies that involve the parent in planning for classroom, parent and community activities.

(5) Uses sensitive strategies that invite parents to identify own parent education needs and desires and implements them.

Interpersonal: (1) Identifies own attitudes towards parents and changes attitudes that interfere with communication.

(2) Actively listens to parents with respect even when parent is hostile.

(3) Communicates verbally in ways that invite being heard.

(4) Uses knowledge of cultural differences to increase communication.

(5) Respects and maintains confidentiality.

Psycho-motor: (1) Reads adequately.

(2) Writes notes to parents that are legibly written, accurate and easily understood.

(3) Speaks clearly and distinctly at appropriate level of listener.

(4) Keeps legible and accurate record on children to share with parents.

(5) Sets up an environment that invites parent involvement and communication.

Level III - Evaluation

Information: (1) Evaluates own reactions and behavior toward parent goals and wishes for their children and adjusts or changes as necessary.

(2) Evaluates parent involvement at home and center and seeks changes as necessary.

(3) Evaluates the effectiveness of the integration of the families cultural/ethnic background into classroom, parent and community activities and change if necessary.

(4) Evaluates the strategies that involve the parent in planning for classroom, parent and community activities and change if necessary.

(5) Evaluate the effectiveness of the parent education program and change as needed.

Interpersonal: (1) Evaluates own attitudes to parents and seeks help if needed.

(2) Evaluates skill in actively listening especially the hostile parent and seeks help if necessary.

(3) Evaluates verbal communication and seeks feedback to ascertain if being heard.

(4) Evaluates accuracy of knowledge of cultural differences and asks for feedback from staff and parents to increase communication.

(5) Evaluates degree of respect maintained on confidentiality.

Psycho-motor: (1) Evaluates reading skills and upgrades as needed.

(2) Asks parents for feedback on effectiveness of written notes to parents and seeks help if needed.

(3) Evaluates quality and accuracy of speech by asking for feedback from listener and changes as necessary.

(4) Evaluates record keeping and asks parents for feedback and seeks information if needed.

(5) Evaluates environment to assess effectiveness of parent involvement and communication and changes program as needed.

APPENDIX J

SCHOOL BOARD OF OKALOOSA COUNTY
ADMINISTRATION BUILDING
120 LOWERY PLACE S E
FORT WALTON BEACH FLORIDA 32548

BOARD MEMBERS
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OFFICE OF
MAX BRUNER, JR
SUPERINTENDENT OF SCHOOLS
CRESTVIEW TELEPHONE 682-5102 EXT 211
FORT WALTON BEACH TELEPHONE 244-2161

October 23, 1979

Dear Barbara:

I have thoroughly enjoyed critiquing your study. The organizational plan is interesting and combining the CDA program and CAEL is unique.

I had some problems in determining exactly where you are in terms of the study itself. This rough draft seems to combine some sections of the proposal with what happened during the study (tenses were both future and past). Of course I realize that you still have much "cutting and pasting" - and "polishing" to do. I have taken the liberty to pencil in my reactions and questions throughout the chapters even though you ask for my response to the general concept and specific behaviors only. I hope my questioning will help with future editing and rewriting!

The statement of the problem and the purpose of the study both need considerable clarification and refinement. They were not clearly visible to me until the second or third reading. The design is clearly visible, with the aid of Table I and Table II, and well documented. However, I do have some problem with accepting information, interpersonal, and psycho-motor as domains. I prefer knowledge (or better yet - understandings), attitudes (which include interpersonal relations), and skills. The teacher's understanding of child development and learning process, the learning environment, and the curriculum (learning tasks) surely must influence her attitudes toward children, herself, and others and her attitudes toward her job as a teacher. Her teaching skills (psycho-motor) would reflect both her attitudes and her understanding. Was this your intent in your reference to sequence?

My first reaction to the critical behaviors (or criteria) as listed under Information, Interpersonal and Psychomotor was that all behaviors were to be measured by a paper and pencil test. If, indeed, a part of your design is to document application in the classroom setting and evaluation of effectiveness with children in each of the functional areas it will be necessary to review each critical behavior to insure that each is stated in observable terms. Level III, in particular , was unclear. Are we describing critical behaviors that aid in evaluating teachers communication skills for example, or are we evaluating the teacher's application of her knowledge about the functional area in a classroom setting?

I was concerned about the lack of emphasis on the child's cognitive functioning and have written in specific activities in item 5 on page 3-3. This may be covered in CDA Competency II that is being done by someone else but could be included here also. Other reactions are penciled in on the competency areas themselves.

In your rationale you are assuming that all adults have progressed to the abstract level of thinking and this may not be true. Check Southerland's study done at Florida State University in 1978 and called *Piagetian Developmental Model of Teaching and Field Test With Early Childhood/Child Care Community College Students*. Other sources you may want to check are Renner, J.W., *Intellectual Development in Preschool Elementary Teachers*; Journal of Sciences Teaching, 1975, Vol. 5, pp 89-92. Lamson, Nordland and DeVito, *Relationship of Formal Reasoning to Achievement, Aptitude, and Attitude in Preservice Teachers*, Journal of Research in Science Teaching, 1975, Vol. 12, pp 423-431. Chippetta, *Perspectives on Formal Thought Development* ERIC No. ED108862.

Also these authors: Neimark, M.T. Chaplin, Dunlop and a study done by Piaget that is included in *Piaget Rediscovered* by Ripple should be reviewed.

These sources are current research that indicates that all adults do not reason abstractly. In fact, there is evidence that 60 % of today's college students do not do so.

There are other areas of expertise that teachers need that I do not see reflected here but may be covered in the other 3 CDA Competency areas. Skills such as questioning techniques, observational skills and recording information, planning developmentally appropriate tasks, and organizational skills for classroom management are some that I missed. I believe that your study, when completed, will make a significant contribution to the field. Thank you for including me in your critiquing.

Sincerely Yours,

Mary F. Hancock

Mary F. Hancock, Ph. D.

MFH/gep

APPENDIX K

QUESTIONAIRE FOR CRITIQUE OF COMPETENCY CRITERIA

Please review and comment on these criteria for competency. The criteria are presented in a logical progression of increasing complexity.

RATIONALE: Learning begins with new information that must be sorted through, applied and evaluated. With adults who have progressed to the abstract level of thinking, the most appropriate place to begin is with a general principle that can be interpreted, applied and the results re-interpreted. Then the cycle begins again - learning is a continual process.
The progression in these criteria is:

1) Knowing is a general principle.
2) Applying understanding of the principle to a real situation.
3) Evaluating the outcome of the application and identifying what change is necessary.

Do you agree with the progression? If not, why?

Not really. There are some adults who do effective things in the classroom and do not know why they do them. Many aides are intuitively good teachers.

Are the criteria relevant? If not, why?

The same criteria are listed three times, using slightly different wording, e.g. Describes techniques of active listening, actively listens to parents, evaluates skill of active listening.

Are the criteria well-written and easily understood? If not, why?

Lists are well-stated. Once would be enough.

What changes would you make? Why?

Describe training methodology, giving examples of dialogues during training sessions.
Describe evaluation methods, giving questions to be answered and/or items to be observed as trainer works with candidate

Thank you for your cooperation. We appreciate you critique!

Betty Rowan Ed.D
University of Miami
School of Education

APPENDIX L

BRIEF PROFESSIONAL RESUMES

1979 to 1980 - Mary F. Hancock, Ph.D

Current Position: Office of Superintendent
Okaloosa County School District

Director Piagetian Curriculum

Director State Assessment for
Kindergarten through Twelfth Grade

Coordinator of Accountability

Director Follow-Through Program

Director Elementary Education

1979 to 1980 - Betty Rowan, Ed.D

Current Position: Professor School of Education
University of Miami
Coral Gables, Florida

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by BARBARA W. YOUNG. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

March 14, 1980
(date)

Max R Raines
Max R. Raines, MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

3/26/80
(date)

Breuder
Robert L. Breuder, Coordinator/
Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

4-18-80
(date

GM Barton
George M. Barton
Central Staff Member